



Columbia University
Bulletin of Information

BARNARD COLLEGE

ANNOUNCEMENT

1928—1929

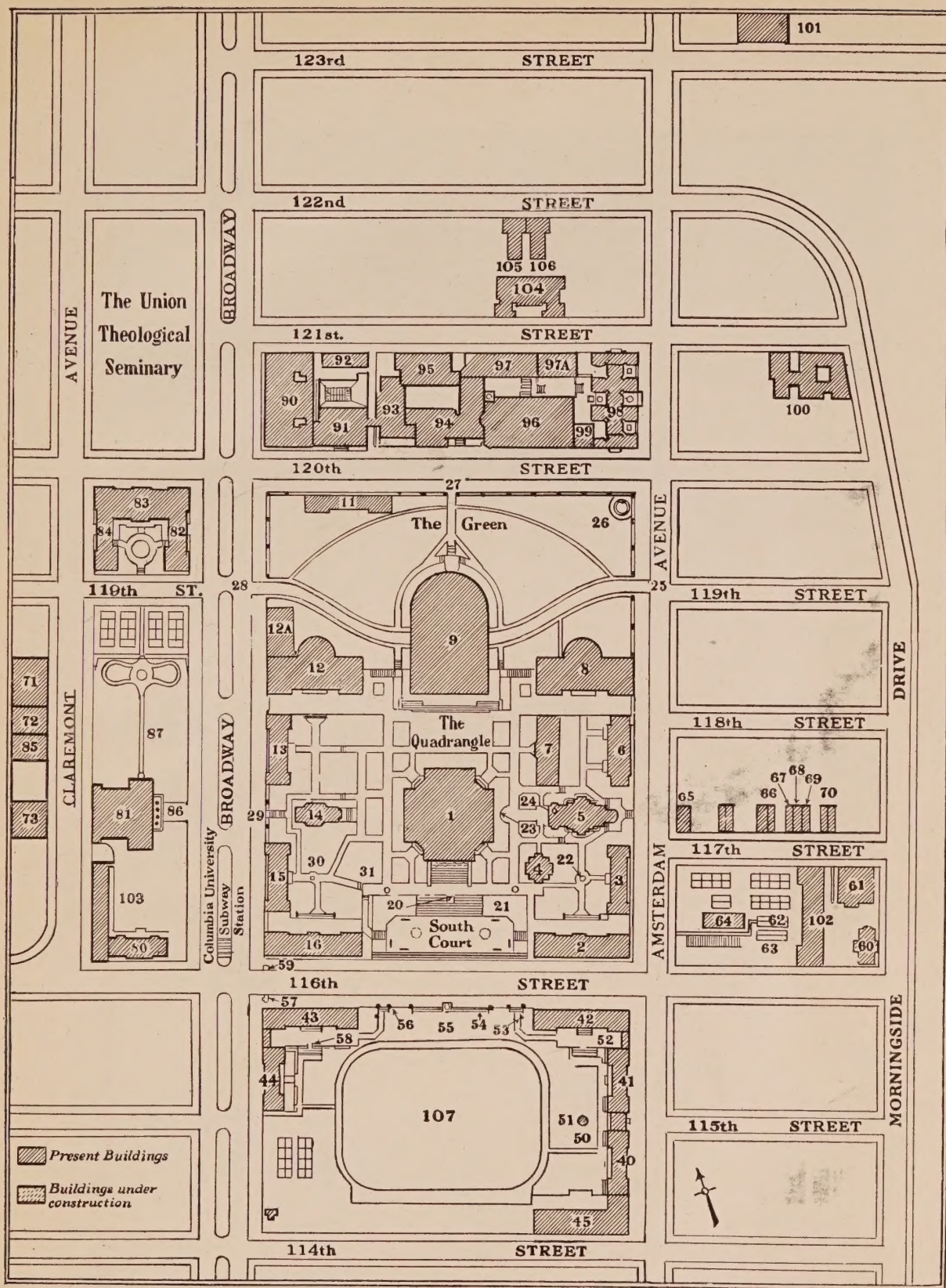
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1928-29

**BARNARD COLLEGE
ARCHIVES**

PLAN OF BUILDINGS AND GROUNDS



QUADRANGLE

- 1 Library
- 2 Kent
- 3 Philosophy
- 4 East
- 5 St. Paul's Chapel
- 6 Fayerweather
- 7 Avery
- 8 Schermerhorn
- 9 University
- 11 Physics
- 12 Havemeyer
- 12A Chandler Laboratories
- 13 Engineering
- 14 Earl
- 15 Mines
- 16 School of Business
- 20 Statue of Alma Mater
- 21 Class of 1881 Flag Staff
- 22 Class of 1887 Well Head
- 23 Class of 1886 Exedra
- 24 Class of '93 Chapel Bell
- 25 Class of 1888 Gate
- 26 Statue of Great God Pan

- 27 Class of 1882 Gates
- 28 Mapes Gates
- 29 Class of 1892 Gate
- 30 Meunier's Hammerman
- 1889 Mines Class Gift
- 31 Lafayette Post Flag Pole

SOUTH FIELD

- 40 Livingston
- 41 Hartley
- 42 Hamilton
- 43 Journalism
- 44 Fernald
- 45 John Jay
- 50 1906 Clock
- 51 Van Amringe Memorial
- 52 Hamilton Statue
- 53 Mitchel Memorial
- 54 Rives Memorial Steps
- 55 Class of 1885 Sun Dial
- 56 Classes of '84 & '99 Tablet
- 57 Class of 1890 Pylon
- 58 Jefferson Statue
- 59 Class of 1900 Pylon
- 107 South Field

EAST FIELD

- 60 President's House
- 61 Faculty House
- 62 Botany Greenhouse
- 63 Agricultural Greenhouse
- 64 Crocker Institute
- 65 Casa Italiana
- 66 Home Study
- 67 Dean Hawkes
- 68 Chaplain Knox
- 69 Maison Francaise
- 70 Carnegie Endowment
- 102 Johnson Hall

CLAREMONT AVENUE

- 71 DeWitt Clinton
- 72 Morris
- 73 Tompkins
- 85 Charles King

BARNARD COLLEGE

- 80 Brooks
- 81 Barnard
- 82 Brinckerhoff

- 83 Milbank
- 84 Fiske
- 86 Helen Hartley Jenkins
- Geer Memorial Gate
- 87 Milbank Quadrangle
- 103 Hewitt

TEACHERS COLLEGE

- 90 Horace Mann School
- 91 Thompson Hall
- 92 Annex
- 93 Milbank Chapel
- 94 Main Teachers College Hall
- 95 Macy Hall
- 96 Russell Hall
- 97 Grace Dodge Hall
- 97A Whittier
- 99 Lowell Annex
- 100 Seth Low
- 101 Lincoln School
- 104 Bancroft
- 105 Grant
- 106 Sarasota



BARNARD HALL, BARNARD COLLEGE



Columbia University Bulletin of Information

BARNARD COLLEGE

ANNOUNCEMENT

1928 – 1929

1928

FORM OF BEQUEST

To Barnard College I give and bequeath the sum of \$ for
the uses and purposes of said Corporation.

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 HOWARD TOWNSEND 15 East 86th Street
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 MRS. OGDEN MILLS REID 35 West 53d Street
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 JAMES R. SHEFFIELD 27 Cedar Street
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 The Very Reverend HOWARD C. ROBBINS . . . The Deanery, Cathedral Close
 MRS. GEORGE V. MULLAN 25 East 83d Street
 (Alumnæ Trustee 1925-1929)
 MRS. HENRY WISE MILLER 448 East 52d Street
 GANO DUNN 43 Exchange Place
 MRS. FREDERIC F. VAN DE WATER, JR. 311 West 95th Street
 (Alumnæ Trustee 1927-1931)
 MRS. ALFRED F. HESS 16 West 86th Street

STANDING COMMITTEES

1928

NOTE. The date after each name indicates the expiration of the term of office.

Executive Committee

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MISS CHOATE, *Vice-Chairman*

MR. BEERS, *Clerk*

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MR. BEERS (1929)

MR. TOWNSEND (1930)

MRS. HESS (1928)

MISS BAKER (1929)

MRS. REID (1930)

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Committee on Finance

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MR. TOWNSEND (1928)

MR. WICKERSHAM (1929)

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MR. DUNN (1930)

THE PRESIDENT AND THE CHAIRMAN OF THE BOARD OF TRUSTEES
(*ex-officiis*)

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MR. SHEFFIELD (1930)

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MISS HELEN DAWES BROWN	48 Elm Street, Montclair, New Jersey
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MRS. WILLIAM H. CARPENTER	118 West 57th Street
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MRS. JAMES J. GOODWIN	11 West 54th Street
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MRS. HENRY VILLARD.	525 Park Avenue
MRS. CHARLES W. WATSON	156 East 79th Street
MISS ALICE WILLIAMS	Weedsport, New York
MRS. WILLIAM B. WOOD	Colony Club

FOUNDERS

[Any donor of not less than \$5,000 will be enrolled among the founders of
Barnard College]

*JACOB H. SCHIFF
 MRS. JAMES J. GOODWIN
 *JAMES TALCOTT
 In the name of
 JOSIAH M. FISKE
 MRS. SETH LOW
 *MRS. C. B. HACKLEY
 *JOSEPH B. BLOOMINGDALE
 *J. PIERPONT MORGAN
 *MRS. ESTHER HERRMAN
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 *MISS EMILY O. GIBBES
 *MRS. JAMES TALCOTT
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 MRS. OGDEN MILLS REID
 *MRS. RUSSELL SAGE
 In the name of
 HELEN HARTLEY JENKINS GEER
 In the name of
 ANNA HOWARD SHAW
 Estate of
 HENRY M. SANDERS
 Estate of
 AUGUSTA LARNED
 EDWARD DEAN ADAMS
 Estate of
 MARY E. LARKIN JOLINE

* Deceased.

THE FACULTY

NICHOLAS MURRAY BUTLER, LL.D. (Cantab.), D.Litt. (Oxon.), Hon. D. (Paris),
President

VIRGINIA CROCHERON GILDERSLEEVE, Ph.D., LL.D.

Dean and Professor of English

EDWARD DELAVAN PERRY, Ph.D., LL.D. *Jay Professor of Greek*

FRANKLIN HENRY GIDDINGS, Ph.D., LL.D.

Professor of Sociology and the History of Civilization

HAROLD JACOBY, Ph.D. *Rutherford Professor of Astronomy*

NELSON GLENN MCCREA, Ph.D.

Anthon Professor of the Latin Language and Literature

¹ HENRY E. CRAMPTON, Ph.D. *Professor of Zoölogy*

WILLIAM T. BREWSTER, A.M. *Professor of English*

CHARLES KNAPP, Ph.D. *Professor of Greek and Latin*

HENRY L. MOORE, Ph.D. *Professor of Political Economy*

Edward W. Sinnott Ph.D. *Professor of Botany*

MARGARET E. MALTBY, Ph.D. *Associate Professor of Physics*

LOUIS AUGUSTE LOISEAUX, B.S. *Associate Professor of French*

² JAMES T. SHOTWELL, Ph.D. *Professor of History*

¹ EDWARD KASNER, Ph.D. *Professor of Mathematics*

WILLIAM P. MONTAGUE, Ph.D. *Professor of Philosophy*

MARIE REIMER, Ph.D. *Professor of Chemistry*

ADAM LEROY JONES, Ph.D.

Associate Professor of Philosophy and Director of University Admissions

¹ RAYMOND WEEKS, Ph.D. *Professor of Romance Philology*

WILHELM ALFRED BRAUN, Ph.D.

Professor of the Germanic Languages and Literatures

TRACY ELLIOT HAZEN, Ph.D. *Assistant Professor of Botany*

JOHN LAWRENCE GERIG, Ph.D. *Professor of Celtic*

LA RUE VAN HOOK, Ph.D. *Professor of Greek and Latin*

CHARLES SEARS BALDWIN, Ph.D., *Professor of Rhetoric and English Composition*

ROBERT E. CHADDOCK, Ph.D. *Professor of Statistics*

DAVID SAVILLE MUZZEY, Ph.D. *Professor of History*

GERTRUDE M. HIRST, Ph.D. *Associate Professor of Greek and Latin*

IDA H. OGILVIE, Ph.D. *Associate Professor of Geology*

HENRI F. MULLER, B. ès L., Ph.D. *Professor of French*

HARRY L. HOLLINGWORTH, Ph.D. *Professor of Psychology*

LOUISE HOYT GREGORY, Ph.D. *Associate Professor of Zoölogy*

MAUDE ALINE HUTTMAN, Ph.D. *Assistant Professor of History*

ELEANOR KELLER, A.M. *Associate Professor of Chemistry*

WILLIAM HALLER, Ph.D. *Associate Professor of English*

CLARE M. HOWARD, Ph.D. *Assistant Professor of English*

EMILIE J. HUTCHINSON, Ph.D. *Associate Professor of Economics*

¹ Absent on leave, Winter Session.

² Absent on leave, 1928-29.

GEORGE WALKER MULLINS, Ph.D.	<i>Professor of Mathematics</i>
AGNES R. WAYMAN, A.B.	<i>Associate Professor of Physical Education</i>
HUGH WILEY PUCKETT, Ph.D.	<i>Assistant Professor of German</i>
¹ EDWARD M. EARLE, Ph.D.	<i>Associate Professor of History</i>
RAYMOND C. MOLEY, Ph.D.	<i>Professor of Public Law</i>
CAROLINA MARCIAL-DORADO, A.M.	<i>Assistant Professor of Spanish</i>
GRACE LANGFORD, S.B.	<i>Assistant Professor of Physics</i>
ALMA DE L. LE DUC, Ph.D.	<i>Assistant Professor of French</i>
HELEN H. PARKHURST, Ph.D.	<i>Assistant Professor of Philosophy</i>
NORMAN WALTER HARING, A.M.	<i>Associate Professor of Fine Arts</i>
FLORENCE DE LOISELLE LOWTHER, Ph.D.	<i>Assistant Professor of Zoölogy</i>
ELIZABETH FAULKNER BAKER, Ph.D.	<i>Assistant Professor of Economics</i>
GRACE POTTER RICE, Ph.D.	<i>Assistant Professor of Chemistry</i>
ROBERT M. MACIVER, Ph.D.	<i>Professor of Social Science</i>
GEORGINA STICKLAND GATES, Ph.D.	<i>Assistant Professor of Psychology</i>
GLADYS REICHARD, Ph.D.	<i>Assistant Professor of Arthropology</i>
DOUGLAS MOORE, A.B. MUS. BAC.	

Associate Professor of Music on the Joline Foundation

HOXIE N. FAIRCHILD, Ph.D.	<i>Assistant Professor of English</i>
JOHN MIDDLETON MURRY, B.A., O.B.E. 1920	<i>Visiting Professor of English</i>
² MABEL FOOTE WEEKS, A.B.	<i>Associate in English</i>
HELEN P. ABBOTT, A.M.	<i>Assistant to the Dean</i>

Peter M. Ricci, Ph.D.

Asst. Prof. of History

Other Officers of Instruction

Allen Darns, A.M.

Associate in History

EMILY JAMES PUTNAM, A.B.	<i>Associate in Greek and Latin</i>
ETHEL STURTEVANT, A.M.	<i>Instructor in English</i>
MINOR W. LATHAM, A.M.	<i>Instructor in English</i>
GRACE H. GOODALE, A.M.	<i>Instructor in Greek and Latin</i>
GERTRUDE WARE, Ph.D.	<i>Instructor in Chemistry</i>
LELIA M. FINAN	<i>Instructor in Physical Education</i>
CORNELIA L. CAREY, Ph.D.	<i>Instructor in Botany</i>
MERYLE HAUSER	<i>Instructor in Physical Education</i>
FLOIRIE HOLZWASSER, Ph.D.	<i>Instructor in Geology</i>
RENÉ E. G. VAILLANT, LL.M., Ph.D.	<i>Instructor in French</i>
HÉLÈNE BIÉLER, A.M.	<i>Instructor in French</i>
DOROTHY NYE	<i>Instructor in Physical Education</i>
¹ J. EMILIE YOUNG, A.M.	<i>Instructor in History</i>
GRACE SPRINGER FORBES, A.M.	<i>Instructor in Zoölogy</i>
¹ CLARA ELIOT, Ph.D.	<i>Instructor in Economics</i>
THOMAS PRESTON PEARDON, A.M.	<i>Instructor in History</i>
RODERICK D. MARSHALL, A.M.	<i>Instructor in English</i>
ELIZABETH REYNARD, A.B., B. Litt. (Oxon.)	<i>Instructor in English</i>
¹ MARY MORRIS SEALS	<i>Instructor in English</i>
ARTHUR T. JERSILD, Ph.D.	<i>Instructor in Psychology</i>
CARIDAD RODRIGUEZ-CASTELLANO, A.M.	<i>Instructor in Spanish</i>
LOUISE GODE	<i>Instructor in German</i>

¹ Absent on leave, 1928-29.

² Absent on leave, Spring Session.

<i>Esther McGill</i>	WILLIAM C. GREET, Ph.D.	Instructor in English
	MARY O'DONNELL, B.S.	Instructor in Physical Education
	MAXWELL SAVELLE, A.M.	Instructor in History
	GUY Z. UPDIKE, A.M.	Instructor in Mathematics
	ELIZABETH B. LAWRENCE, A.B.	Instructor in Fine Arts
	MARGARET H. WARD, A.M.	Instructor in Government
	PAUL A. SMITH, Ph.D.	Instructor in Mathematics
	FRANCOISE NOLLET, B. ès L., A.M.	Instructor in French
	MARGARET HOLLAND	Instructor in Physical Education
	FERN YATES, A.B. <i>Velen Ware</i>	Instructor in Physical Education
	MARION E. RICHARDS, A.M.	Lecturer in Botany
	BLANCHE PRENEZ, Agrégée	Lecturer in French
	ISABEL LEAVENWORTH, A.B.	Lecturer in Philosophy
	ESTELLE H. DAVIS.	Lecturer in English
	V. JERAULD MCGILL, Ph.D.	Lecturer in Philosophy
	MARY L. AUSTIN, A.M.	Lecturer in Zoölogy
	LULU HOFMAN, Ph.D.	Lecturer in Mathematics
	ANSTEN ANSTENSEN, A.B.	Lecturer in German
	CLARE M. TOUSLEY, A.B.	Lecturer in Sociology
	PETER M. RICCIO, A.M.	Lecturer in Italian
	THOMAS L. FANSLER, A.M.	Lecturer in English
	AUDREY M. SHUEY, A.M. <i>Arthur</i>	Lecturer in Psychology
	MARY E. HOPPER, A.M.	Lecturer in Botany
<i>Other Joy</i>	<i>ES</i>	Lecturer in Mathematics
	LUCIA S. FISHER, A.B.	Assistant in Chemistry
	AGNES TOWNSEND, A.M.	Assistant in Physics
	LOIS E. TEWINKEL, A.B.	Assistant in Zoölogy
	SABRA J. HOOK, A.B. <i>Charlotte Wild</i> A.B.	Assistant in Zoölogy
	MARIANNA BYRAM, A.B. <i>William Woodford Kennedy</i> A.B.	Assistant in Fine Arts
	CATHERINE J. McENTEGART, A.B.	Assistant in Government
	ELEANOR MASON, A.B.	Assistant in Botany
	DOROTHY HAMMOND, A.B.	Assistant in Botany
	GEORGE M. KAY, M.S.	Assistant in Geology
	HUGHBERT C. HAMILTON, A.M. <i>John P. Seward</i> A.M.	Assistant in Psychology
	HENRY W. NISSEN, A.B. <i>Carlisle D. Davis</i> A.B.	Assistant in Psychology
	LOUISE M. ROSENBLATT, A.B. <i>T. Ronald Mansbridge</i> A.B.	Assistant in English
	<i>AB. Cantab.</i>	Assistant in Economics

Other Officers of the University Who Give Instruction in Barnard College

FRANZ BOAS, Ph.D., LL.D., Sc.D.	Professor of Anthropology
CLARENCE H. YOUNG, Ph.D.	Professor of Greek Archaeology
WENDELL T. BUSH, Ph.D.	Associate Professor of Philosophy
DINO BIGONGIARI, A.B.	Associate Professor of Italian
J. D. YOUNG, M.F.A.	Assistant Professor of Fine Arts
EMERSON H. SWIFT, Ph.D.	Associate Professor of Fine Arts
HORACE L. FRIESS, Ph.D.	Assistant Professor of Philosophy
LOUIS HERBERT GRAY, Ph.D.	Professor of Oriental Languages
H. THEODERIC WESTBROOK, A.M.	Instructor in Greek and Latin

Barnard Representatives on the University Council

The DEAN (*ex-officio*), Professor BALDWIN (serving until June, 1929), and Professor MALTBY (serving until June, 1930).

Barnard Representatives on the University Committee on Admissions

Professor JONES, *chairman*, and the DEAN (*ex-officio*).

MEMBERS OF BARNARD SUB-COMMITTEE: Professors BRAUN and HUTTMAN, and Miss LATHAM

Standing Committees of the Faculty

Committee on Instruction: The DEAN, *chairman*, Professors CRAMPTON, VAN HOOK, HIRST, MULLER, HALLER, HUTCHINSON, MULLINS, and MOLEY.

Committee on Scholarships: The DEAN, *chairman*, Professors HIRST and BAKER, Miss WEEKS, and Miss YOUNG.

Committee on Honors: The DEAN, *chairman*, Professors LOISEAUX, HOLLINGWORTH, HUTCHINSON, MACIVER, and

Committee on Student Affairs: The DEAN, *chairman*, Professors MONTAGUE, BRAUN and HUTTMAN, Miss WEEKS, and Miss STURTEVANT.

Committee on Students' Programs: Professor GREGORY, *chairman*, Professors BAKER (*ad interim*), RICE, GATES, and REICHARD, Drs. WARE, CAREY, and ELIOT, Misses STURTEVANT and GOODALE, and Mr. PEARDON, and the DEAN (*ex-officio*).

Committee on Schedule of Hours: Professor GREGORY, *chairman*, Professors MULLINS and LOWTHER, and the DEAN (*ex-officio*).

Committee on Transfers: Professor LOWTHER, *chairman*, Professors HUTTMAN, LE DUC and PARKHURST, and the DEAN (*ex-officio*).

Committee on University Undergraduates: The DEAN, *chairman*, Professors CRAMPTON and LE DUC, Miss LATHAM, the DIRECTOR OF UNIVERSITY EXTENSION and the DIRECTOR OF THE UNIVERSITY COMMITTEE ON ADMISSIONS (*ex-officiis*).

Officers of Administration

EMILY G. LAMBERT, A.B.	Bursar
ANNA E. H. MEYER, A.B.	Registrar
KATHARINE S. DOTY, A.M.	Assistant to the Dean — Occupation Bureau
MABEL FOOTE WEEKS, A.B.	Assistant to the Dean — Social Affairs
HELEN P. ABBOTT, A.M.	Assistant to the Dean — Residence Halls
MARY V. LIBBY, A.B.	Assistant to the Dean — Admissions, Information
BERTHA L. ROCKWELL	Librarian of Barnard College
	Comptroller of Barnard College
GULIELMA F. ALSOP, M.D.	College Physician
FREDERICK A. GOETZE, M.Sc.	Treasurer of the University
¹ REV. RAYMOND C. KNOX, S.T.D.	Chaplain of the University
WILLIAM H. MCCASTLINE, M.D.	University Medical Officer

¹ Absent on leave, Spring Session.

Barnard College

GENERAL STATEMENT

Columbia University.—Columbia University was founded in 1754 as Kings College by royal grant of George II, King of England, 'for the Instruction of youth in the Learned Languages, and the Liberal Arts and Sciences.' The Revolutionary War interrupted its active work; but in 1784 it was reopened as Columbia College. In 1912, the corporate title was changed to Columbia University in the City of New York.

The University at the present time consists of Columbia College, the undergraduate college of liberal arts for men, which offers a program of studies leading to the degree of Bachelor of Arts; the School of Law, with courses leading to the degrees of Bachelor and Master of Laws and Doctor of Law (Doctor Juris); the College of Physicians and Surgeons, with courses leading to the degree of Doctor of Medicine; the Schools of Mines, Engineering, and Chemistry, with courses leading to the several engineering degrees, and the degree of Master of Science; the School of Architecture, with courses leading to the degrees of Bachelor of Architecture and Master of Science; the School of Journalism, with courses leading to the degrees of Bachelor of Literature and Master of Science; the School of Business, with courses leading to the degrees of Bachelor and Master of Science; the School of Dentistry, with courses leading to the degrees of Bachelor of Science and Doctor of Dental Surgery; the School of Library Service offering a one year graduate course leading to a degree of Bachelor of Science, and a second year of advanced graduate study leading to a degree of Master of Science; the non-professional graduate Faculties of Political Science, Philosophy, and Pure Science, with courses leading to the degrees of Master of Arts and Doctor of Philosophy. In addition to these Schools and Faculties, the University includes the independent corporations of Barnard College, the undergraduate college for women, with a course leading to the degree of Bachelor of Arts; Teachers College, including the Faculties of Education and Practical Arts, with courses leading to the degrees of Bachelor of Science, Master of Arts, and Master of Science; and the New York College of Pharmacy, with courses leading to the degrees of Pharmaceutical Chemist, Bachelor of Science, and Doctor of Pharmacy.

The University maintains three Sessions during the year: the Winter Session beginning the last Wednesday of September and ending the first Tuesday of February; the Spring Session, beginning the first Wednesday of February and ending the second Wednesday of June; and the Summer Session of six weeks' duration, beginning immediately after July 4. Through its system of University Extension the opportunity is offered to men and women to pursue subjects included in a liberal education, and to take courses toward a diploma or

an academic degree; Home Study courses are also offered to persons who are unable to take work in residence.

Founding of Barnard College. — Barnard is the undergraduate college for women of Columbia University. In 1889 a group of men and women who wished to provide for women in New York City a college education fully equal to that offered to men succeeded in obtaining the sanction of the Trustees of Columbia for the establishment of an affiliated woman's college. A charter was granted by the State of New York, and promises of subscriptions for the support of the college during the first four years of its existence were secured. Because President Frederick A. P. Barnard of Columbia College had for many years been an ardent advocate of the admission of women to Columbia, the founders of the new college gave it his name. With seven instructors selected from the teaching staff of Columbia and with fourteen regular and twenty-two special students, Barnard opened in the fall of 1889 in a rented house at 343 Madison Avenue.

Relation to the University. — In 1900, when the growth of the College had made inappropriate the original informal arrangement for instruction, an agreement was made between the Trustees of Columbia College and of Barnard College by which Barnard was incorporated in the educational system of the University. By the provisions of this agreement, the President of the University is *ex-officio* President of Barnard College. Barnard professors are appointed by the University on the nomination of the Dean with the approval of the President and the Trustees, and rank as professors of the University; in exchange for instruction given by them at Columbia, certain Columbia instructors give courses at Barnard. The graduates of Barnard receive their degrees from Columbia, and these degrees are maintained as of equal value with corresponding degrees conferred upon the graduates of Columbia College. The University library is open to women on the same terms as to men. Various opportunities in other schools of the University have also, through the relation of Barnard College to Columbia, been opened to Barnard students who wish to avail themselves of the advantage of professional training. On the other hand, Barnard has its separate corporate and financial organization, with its own Board of Trustees. It retains its own internal administration, conducted by the Dean, who is appointed by the President with the advice and consent of the Trustees of Barnard. Its courses are determined and administered by its own Faculty, consisting of all professors who give instruction at Barnard.

Buildings and Grounds. — Since 1897 Barnard has occupied the land on Broadway between 119th and 120th Streets, just west of the main buildings of the University. In 1903, Milbank Quadrangle, extending from 119th to 116th Street, was added through the gift of Mrs. A. A. Anderson. Milbank Hall and Brinckerhoff Hall, erected in 1896, the gifts respectively of Mrs. Anderson and Mrs. Van Wyck Brinckerhoff, and Fiske Hall, erected in 1898, the gift of Mrs. Josiah M. Fiske, are three adjoining buildings on 119th Street; they contain the administrative offices, lecture rooms, and laboratories. Brooks Hall, a dormitory at the southern end of the Quadrangle on 116th Street, was erected in 1907. A new Residence Hall adjoining Brooks Hall and known as Hewitt Hall was completed in 1925. Barnard Hall, given by Mr. Jacob H. Schiff and erected in 1917, is on Milbank Quadrangle near 117th Street; it contains

the gymnasium, swimming-pool, lunch-room, reading-room, doctor's and nurses' offices, and rooms for student organizations.

Financial Statement. — The College owns equipment, buildings, and grounds of an estimated value of over \$3,700,000, and holds productive funds providing a net income of about \$180,000.

Course of Study. — Barnard College offers a liberal course of undergraduate instruction for women, of four years' duration, leading to the degree of Bachelor of Arts.

Students who wish two years only of collegiate work, in preparation for professional schools, may enter under the same conditions as those intending to complete the requirements for the Bachelor of Arts degree, and take, during the freshman and sophomore years, a program modified to meet the requirements of the professional school to which the transfer is to be made.

Under certain circumstances, Barnard students in the Bachelor of Arts course may, after three full years of work at Barnard College, receive permission to substitute the first year of an approved professional school for the senior year at college, and still obtain the Bachelor of Arts degree.

Academic Discipline. — The admission, continuance upon the rolls, and graduation of any student is subject to the full disciplinary power of the University authorities, as prescribed by the statutes of the University.

The College makes all possible provision for safeguarding the health of its students and it reserves the right to require the withdrawal of any student whose health, in the opinion of the College Physician, does not warrant her continuing her college course.

Residence. — All students not residing with their parents are required to live in Brooks Hall or Hewitt Hall unless for reasons of weight they receive special permission to live with relatives. Applications for such permission, accompanied by letters of approval from parents or guardians, should be made before August 1 to the Assistant to the Dean in charge of Social Affairs. Reservations for rooms outside, made without permission, will not be approved.

ADMISSION

To Columbia University in General. — A student accepted and registered by the proper authorities as having fulfilled the preliminary qualifications for candidacy for a degree, certificate of proficiency, or diploma, is enrolled as a matriculated student of the University. A period of regular attendance upon all stated academic exercises amounting to at least one academic year must be completed by every candidate for a degree.

Students prevented by conscientious scruples from complying with academic requirements which may be fulfilled only upon days set apart by their church for religious observance, should make application to the appropriate authority for equitable relief.

A student not enrolled as a matriculated student may enter the University as a non-matriculated student, permitted to attend such courses of instruction as he or she may be qualified to take, but is not a candidate for a degree, certificate of proficiency, or diploma. Such students are expected to conform to

the same standards of attendance and scholarship as are required of matriculated students. Non-matriculated students may receive a formal statement of the satisfactory completion of any course. (See p. 31.)

Admission to the several schools and colleges of Columbia University presupposes certain educational qualifications, but the possession of these qualifications does not entitle a candidate to admission unless his or her character and personality are acceptable to the University and unless he or she is physically fit to do the work which he or she desires to undertake. Satisfaction of the minimum requirements for admission to a school does not insure admission, particularly if the school be crowded.

To Barnard College in Particular. — Admission as a matriculated student to Barnard College is obtained by examination, or by psychological test, except that in suitable cases the certified credentials of degree-granting institutions may be accepted for the subjects or parts of subjects which they cover.

Except for reasons of weight, candidates for admission to the freshman class must be at least fifteen years of age at the time of matriculation; candidates for admission to advanced standing must be correspondingly older. Every candidate must, before admission, present a certificate of good moral character from her last teacher, or from some properly qualified citizen. Students from other colleges or universities must present certificates of honorable dismissal.

Information regarding admission may be obtained in person, or by mail or telephone, from the Secretary to the Committee on Admissions of Barnard College.

Preliminary Application for Admission. — Each student who plans to enter the College should file a preliminary application for admission with the Secretary to the Committee on Admissions at as early a date as possible. Other things being equal, early applications will receive the preference.

ADMISSION TO THE FRESHMAN CLASS

Subjects Required for Admission

The requirement for admission to the freshman class is proficiency in fifteen units of secondary school subjects, of which some are prescribed and the remainder elective, as specified below. The unit ordinarily implies the study of a subject for a time equivalent to five periods a week for one year.

Candidates must offer:	COUNTING IN UNITS
¹ English, elementary (page 34)	3
Mathematics, elementary (page 43)	3
Foreign languages, of which at least 3 must be in one language .	5
Elective subjects to be selected from those accepted for admission, as listed below	4
	<hr/> 15

¹ The ordinary four-year secondary school course in English counts as three units.

Elective Subjects

Candidates may offer any of the following subjects, not included among their prescribed subjects, without other restrictions than that to offer an intermediate or advanced subject will involve offering, either at the same time or earlier, the corresponding elementary subject:

	COUNTING IN UNITS
Botany (page 32)	1
Chemistry (page 32)	1
Drawing (page 33)	1
French, elementary (page 36)	2
French, intermediate (page 37)	1
French, advanced (page 37)	1
German, elementary (page 38)	2
German, intermediate (page 39)	1
German, advanced (page 39)	1
Greek, elementary (page 40)	2 or 3
History, elementary (page 41)	1, 2, 3, or 4
Italian, elementary (page 41)	2
Italian, intermediate (page 42)	2, 3, or 4
Latin, elementary (page 42)	1
Mathematics, advanced (College) (page 44)	$\frac{1}{2}$, 1, or 1
¹ Musical Appreciation or Harmony (page 44)	1
Physics (page 45)	1
Physiography (page 46)	1
Spanish, elementary (page 46)	2
Spanish, intermediate (page 46)	1
Spanish, advanced (page 47)	1
Zoölogy (page 47)	1

²Plans of Admission

Three plans of admission are open to properly qualified candidates for admission to Barnard College. The first employs a psychological examination; the second employs examinations in all 15 of the units offered; and the third, four comprehensive examinations. In all plans it is necessary to submit a record of preparatory work. Blanks for this record may be obtained from the Secretary to the Committee on Admissions.

I. Psychological Test

A candidate may not enter by this plan if she has failed her entrance examinations to any college.

¹ An examination in this subject will be given in September, but not in June.

² Candidates who find that examinations are fixed for days set apart for religious purposes by the church to which they belong, and who are prevented by conscientious scruples from attending such examinations, are requested to make application to the Committee on Admissions through the Registrar of Barnard College for equitable relief. It should be noted, however, that in case alternative opportunities for taking a given examination are statutedly offered, as for instance the June and September entrance examinations, such students are expected to present themselves on the day which is not set apart as a holy day.

By this plan, a candidate's qualifications for admission will be based upon the following four considerations:

A. School Record.

In considering this, the standing of the school, the excellence of the candidate's work, and the subjects studied, will be vital. She must have completed in an acceptable secondary school a course extending over at least four years, and covering the subjects required for admission. (See page 17.)

The candidate must have been graduated and must be recommended by her principal or headmistress. In schools in New York State in which Regents' examinations are given, the candidate must have passed the Regents' examinations with satisfactory grades.

In determining whether or not a school is satisfactory the procedure to be followed will be this:

Schools within the territory of the New England Certificate Board will be acceptable if on the accepted list of that board.

Similarly schools within the territory of the Association of Colleges and Secondary Schools of the Southern States or of the North Central Association of Colleges and Secondary Schools will be regarded as acceptable if on the approved list of either of these associations.

Schools outside the territory of any of these bodies will be requested to submit the names of leading colleges on whose accepted lists they do appear, and their acceptability will be determined for the time being upon the basis thus furnished.

In case any school recommends students whose records prove to be consistently below the standard, the records of that school will no longer be considered satisfactory.

If a student's work in college should show her deficient in any entrance subject in which she has received credit, her credit in that subject will be cancelled.

B. Character and Promise.

The candidate's qualities, mental and moral, as shown by her record in and out of school and the recommendations which she can submit, will be important factors. Whenever possible, a personal interview will be required. In cases in which this is not possible a photograph must be submitted and the names of at least three responsible citizens must be given as references. *The Committee on Admissions is able to give little if any weight to letters of recommendation from persons outside the school of the candidate unless asked for by the college.*

C. A Health Record.

This will include a health history and the results of a health examination. These must be submitted on blanks furnished by the Secretary to the Committee on Admissions and approved by the Barnard College Physician before a student will be permitted to register.

D. A Psychological Examination.

This examination is designed to select the students qualified by general ability to profit by a college course. It is not an examination in the subject matter

of the secondary school course. It is to test common sense and general fitness for college work rather than preparation in specific subjects.

The examination will be given June 25, 1928, at 9 a.m., for candidates for admission in the following September. It will be given also on September 20 at 9 a.m., and on January 29, 1929, at the same hour. The psychological examination to be given by the College Entrance Examination Board (Scholastic Aptitude Test) will be accepted for admission for candidates approved for admission by this method but all students so admitted will be required to take without charge the psychological examination given by Columbia University.

It should be clearly understood that the satisfaction of any one or two of these requirements does not entitle the candidate to admission. Evidence on all of these points is considered by the Committee on Admissions in its selection from among the candidates of those best fitted for a college course.

II. Examinations in 15 Units

Candidates entering by this plan are required to take the psychological examination for purposes of record only, and no extra fee will be charged.

By this plan a candidate's qualifications for admission will be based upon the following four considerations:

A. *School Record.*

Evidence of adequate preparation in the subjects required for admission.

B. *Examinations.*

Except for reasons of weight examinations will be credited only if passed within twenty-nine months of the time the candidate expects to begin her college work.

A candidate may not present herself at more than four series of examinations, except by special permission of the Committee on Admissions.

The following examinations in 15 units may be offered in partial fulfillment of the examination requirements for admission:

(i) Those given by the College Entrance Examination Board.¹

(ii) Those entrance examinations given by Columbia University.

(iii) Examinations given in the high schools by the Education Department of the State of New York (Regents'), to students who have satisfactorily completed certain courses in these high schools. In these examinations seventy-five per cent will ordinarily be regarded as the lowest passing mark.

NOTE. — An intermediate or advanced language examination will not give a student credit for the elementary or intermediate work unless a mark of at least 85% is obtained in the Regents' examination.

An intermediate algebra examination will not give a student credit for elementary algebra unless a mark of at least 85% is obtained in the Regents' examination.

To secure credit for Drawing three years' work must be taken and Regents' examinations offered in Elementary Representation and Design and Intermediate Drawing.

¹ The numerical ratings of the Board are accepted by the College. The passing mark, however is fixed by the Committee on Admissions.

(iv) With special permission, certificates of entrance examinations taken in good faith for admission to other institutions. Such certificates are accepted only in so far as they cover specifically, and by name, subjects or lettered (or numbered) parts of a subject which are accepted for admission as stated on page 17.

C. Character.

Evidence of the possession of the qualities of mind and character deemed requisite for the most profitable pursuit of a college course. A personal interview is desired whenever possible. *The Committee on Admissions is able to give little if any weight to letters of recommendation from persons outside the school of the candidate unless asked for by the college.*

D. A Health Record.

This will include a health history and the results of a health examination.

These must be submitted on blanks furnished by the Secretary to the Committee on Admissions, and approved by the Barnard College Physician before a student will be permitted to register.

It should be clearly understood that the satisfaction of any one or two of these requirements does not entitle the candidate to admission.

III. Four Examinations Plan

Candidates entering by this plan are required to take the psychological test for purposes of record only, and no extra fee will be charged.

By this plan a candidate's qualifications for admission will be based upon the following four considerations:

A. School Record.

A candidate for admission who has completed with a high degree of proficiency a satisfactory secondary school course may, at the discretion of the Committee on Admissions, receive permission to take the four comprehensive examinations.

B. Examinations.

She must furnish school reports covering the entire record of subjects and grades for four years previous to college entrance, and a confidential estimate of character, personality, and promise of usefulness from the school principal. These should be sent to the Secretary to the Committee on Admissions if possible before January 15 of the year in which the examinations are to be taken. The Committee on Admissions must give its permission, based on these reports, before the applicant may take the examinations.

She must take these entrance examinations in not less than four subjects at one and the same series of examinations, the subjects in question to include all those prescribed for admission and the examinations to be the comprehensive examinations. These subjects must be the following, unless for reasons of weight the Committee on Admissions allows substitution for 1 or 3:

1. English.
2. A foreign language.
3. Mathematics or Chemistry or Physics.
4. A fourth subject, designated by the applicant from the subjects accepted

for entrance. This choice will be subject to the approval of the Committee on Admissions, which may at its discretion substitute another subject.

These four examinations must be taken at one time. Comprehensive examinations (see page 49) are held by the College Entrance Examination Board in June, and by Columbia University in September.

At least two examinations must cover more than two units each.

In each subject chosen for examination, the comprehensive examination covering all the units offered by the candidate for admission, must be taken.

A student, if admitted, will be admitted without conditions. If she fails of admission she will not be considered for admission again under the Four Examinations Plan until after the interval of one academic year. She may, however, present herself at the next series of examinations as a candidate for admission under the plan which offers examinations in all fifteen units. The results of a candidate's examinations will stand to her credit for twenty-nine months.

A candidate who wishes to enter by the Four Examinations Plan may, if she desires, test herself by taking preliminary examinations — not to be credited toward admission — before she presents herself for the four comprehensive examinations which she plans to count.

C. Character.

Evidence of the possession of the qualities of mind and character deemed requisite for the most profitable pursuit of a college course. A personal interview is desired whenever possible. *The Committee on Admissions is able to give little if any weight to letters of recommendation from persons outside the school of the candidate unless asked for by the college.*

D. A Health Record.

This will include a health history and the results of a health examination.

These must be submitted on blanks furnished by the Secretary to the Committee on Admissions, and approved by the Barnard College Physician before a student will be permitted to register.

It should be clearly understood that the satisfaction of any one or two of these requirements does not entitle the candidate to admission.

Examinations

Time. — Examinations for admission to Barnard College are held each year in June and September. In 1928 they will be held June 18-23 and September 17-21, and in 1929, June 17-24.

NOTE. — The regular series of entrance examinations in January have been discontinued. Candidates for admission to Barnard College in February of any year may be given entrance examinations in the preceding January provided that they present evidence of preparation which makes it reasonably probable that they can pass the examinations for which they wish to apply, and provided further that such examinations would, if passed, complete their requirements for admission.

Place. — In June the entrance examinations will be conducted by the College

Entrance Examination Board, of which Columbia University is a member, at Barnard College, and at a large number of widely distributed points. A list of these points will be published by the Board (431 West 117th Street, New York, N. Y.) about March 1. Requests that the examinations be held at particular points, to receive proper consideration, should be transmitted to the Secretary of the Board not later than February 1.

In September, 1928, the entrance examinations of Barnard College will be conducted by the Columbia University Committee on Admissions, and will be held only at the College.

Application for Examination. — Every candidate for examination is required to file an application in advance for *each series of examinations* which she wishes to take. For the examinations in June, 1928, the application must be filed with the Secretary of the College Entrance Examination Board, 431 West 117th Street, New York, N. Y.

Application for examination in the United States east of the Mississippi River or on the Mississippi River, must be filed on or before May 28. Applications for examination, elsewhere in the United States or in Canada must be filed on or before May 21, and applications for examination at points outside of the United States and Canada must be filed on or before May 7. Requests for blank forms of application should be addressed to the Secretary of the Board.

When the candidate has failed to obtain the required blank form of application for examination (other than the Scholastic Aptitude Test), the usual examination fee will be accepted if the fee arrives not later than the specified date accompanied by a memorandum containing the name and address of the candidate, the examination center at which she wishes to present herself, and a list of all the subjects in which she may have occasion to take the Board's examinations.

A candidate for a competitive scholarship to be awarded on the basis of the June examinations must, in her application to the Secretary of the College Entrance Examination Board, mention the scholarship for which she is competing. For the examinations in September, 1928, applications must be filed with the Registrar of Barnard College on or before September 10. Requests for blank forms of application should be addressed to the Secretary to the Committee on Admissions of Barnard College.

Candidates who wish to use four examinations for admission (see page 21) should, if possible, submit their records to the Secretary to the Committee on Admissions before January 15 of the year in which the examinations are to be taken.

Examination Fee. — *The fee for each series of examinations is \$10 for the College Entrance Board and \$6 for the Columbia University examinations.*

Every application for examination in June must be accompanied by a fee of \$10 in the form of a postal order, express order, or draft on New York, to the order of the *College Entrance Examination Board*, for all candidates. Applications received later than the dates named will be accepted where it is possible to arrange for the examination of the candidates concerned, but only upon the payment of an additional fee of \$5.00. The Board will not accept belated applications for the Scholastic Aptitude Test.

Examinations will be held in accordance with the Time (Standard or Day-

light Saving) observed in the local public schools. Candidates who are to take the Scholastic Aptitude Test should report to the supervisor of examinations on Saturday, June 23 at 8:45 a. m. No candidate will be admitted to the Scholastic Aptitude Test after 9:00 a. m. At centers where Daylight Saving Time is observed candidates should report at 7:45 a. m. Standard Time and the test will begin at 8:00 a. m. Standard Time.

Every application for examination in September must be accompanied by a fee of \$6 in the form of a postal order, express order, or draft on New York, to the order of *Barnard College*.

If a late application is accepted, a second fee of \$6 must be paid.

The receipt for the examination fee must be carefully preserved by the candidate and shown (not surrendered) to the supervisor in charge of the examinations as evidence of her right to be admitted to the same.

The fee for examination in June cannot be returned unless the request for the cancellation of the application and the return of the fee reaches the Secretary of the Board on or before June 11, 1928. The fee for examination in September cannot be returned unless the request for the cancellation of the application and the return of the fee reaches the Registrar of Barnard College on or before September 13, 1928.

Comprehensive Examinations. — The College Entrance Examination Board also holds a set of Comprehensive Examinations designed primarily to meet the needs of candidates wishing to enter by four examinations (see pp. 21, 49). Candidates for admission by examinations in all 15 units may take the comprehensive examination in the whole of any subject offered instead of the "ordinary" examinations in the separate parts of that subject, *e.g.*, English Cp. instead of English 1 and 2.

The applications and examination fees of candidates desiring to take the Board's comprehensive examinations are subject to the same general rules as the applications and fees of other candidates for examination (see page 22).

Schedule of Examinations. — Candidates taking the examinations must report to the supervisor, in the examination room, fifteen minutes in advance of the first examination which they are to attend.

JUNE EXAMINATIONS

June 18-23, 1928

On Tuesday morning and on every subsequent half-day a candidate will be permitted to remain under examination for four hours, but not longer, if the periods assigned to the examinations that she wishes to take aggregate four hours or more.

Monday, June 18

Mathematics <i>a</i> — Elementary Algebra (3 hours)	9:30
Mathematics <i>a i</i> — Algebra to Quadratics (2 hours)	9:30
Mathematics <i>a ii</i> — Quadratics and beyond (2 hours)	9:30
Comprehensive Mathematics Cp. 3 — Elementary (3 hours)	9:30
¹ French (3 hours)	2:00

¹ The comprehensive examinations in French, German, and Spanish, will make provision for Cp. 2, Cp. 3, Cp. 4, *a*, *b*, *bc*.

Tuesday, June 19

English 1 — Grammar and Composition (2 hours)	9:00
English 2 — Literature (2 hours)	9:00
English 1-2 (3 hours)	9:00
Comprehensive English (3 hours)	9:00
Botany (2 hours)	2:00
Chemistry (2 hours)	2:00
Physical Geography (2 hours)	2:00

Wednesday, June 20

Comprehensive Latin (3 hours)	9:00
Latin <i>p</i> — Sight translation of prose (2 hours)	9:00
Latin <i>q</i> — Sight translation of poetry (2 hours)	9:00
Latin 6 — Advanced Composition (1 hour)	9:00
Mathematics <i>b</i> — Advanced Algebra (2 hours)	2:00
Mathematics <i>e</i> — Plane Trigonometry (2 hours)	2:00

Thursday, June 21

Mathematics <i>c</i> — Plane Geometry (3 hours)	9:00
Mathematics <i>d</i> — Solid Geometry (2 hours)	9:00
Mathematics <i>cp H</i> — Comprehensive Advanced (3 hours)	9:00
¹ German (3 hours)	2:00
² Italian (3 hours)	2:00
¹ Spanish (3 hours)	2:00

Friday, June 22

History <i>a</i> — Ancient (2 hours)	9:00
History <i>b</i> — European (2 hours)	9:00
History <i>c</i> — English (2 hours)	9:00
History <i>d</i> — American with Civil Government (2 hours)	9:00
Physics (2 hours)	2:00
Zoölogy (2 hours)	2:00

Saturday, June 23

Scholastic Aptitude Test (College Entrance Examination Board) (3 hours)	9:00
Drawing (2 hours)	2:00
Greek (3 hours)	2:00

Monday, June 25

Psychological Examination (Columbia University)	9:00-12:30
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¹ The comprehensive examinations in French, German, and Spanish will make provision for Cp. 2, Cp. 3, Cp. 4, *a*, *b*, *bc*.

² The comprehensive examination in Italian will make provision for Cp. 2, Cp. 3, *a* and *b*.

SEPTEMBER EXAMINATIONS

September 17-21, 1928

Monday, September 17

English 1 (2 hours)	9:00
English 2 (2 hours)	9:00
Comprehensive English (3 hours)	9:00
¹ French	2:00

Tuesday, September 18

Latin — Second Year (2 hours).	9:00
Latin — Third Year (2 hours)	9:00
Latin — Fourth Year (2 hours).	9:00
Comprehensive Latin (3 hours)	9:00
History <i>a</i> — Ancient (2 hours)	2:00
History <i>b</i> — Modern European (2 hours)	2:00
History <i>c</i> — English (2 hours)	2:00
History <i>d</i> — American and Civil Government (2 hours)	2:00

Wednesday, September 19

Mathematics <i>a i</i> — Algebra to Quadratics (2 hours)	9:00
Mathematics <i>a ii</i> — Quadratics and beyond (2 hours)	9:00
Mathematics <i>a</i> — Elementary Algebra, complete (3 hours)	9:00
Comprehensive Elementary Mathematics (3 hours)	9:00
¹ German (3 hours)	2:00
² Italian (3 hours).	2:00
¹ Spanish (3 hours)	2:00

Thursday, September 20

³ Psychological Examination	9:00-12:30
Mathematics <i>d</i> — Solid Geometry (2 hours)	2:00
Mathematics <i>b</i> — Advanced Algebra (2 hours)	2:00
Mathematics <i>e</i> — Plane Trigonometry (2 hours)	2:00
Comprehensive Advanced Mathematics (3 hours)	2:00
Greek (3 hours)	2:00

Friday, September 21

Physics (2 hours)	9:00
Mathematics <i>c</i> — Plane Geometry (2 hours)	9:00
Physiography (2 hours)	9:00

¹ The comprehensive examinations in French, German and Spanish will make provision for Cp. 2, Cp. 3, Cp. 4, *a*, *b*, *bc*.
² The comprehensive examinations in Italian will make provision for Italian Cp.2, Cp. 3, *a* and *b*.
³ In January it will be given on the 29th, 9:00-12:30.

Botany (2 hours)	2:00
Chemistry (2 hours)	2:00
Zoölogy (2 hours).	2:00
Drawing (2 hours)	2:00
Music <i>a</i> — Musical Appreciation (2 hours)	2:00
Music <i>b</i> — Harmony (2 hours)	2:00

Substitutes for the Board or Barnard Examinations. — Barnard College accepts in lieu of its entrance examinations or those of the College Entrance Examination Board¹ no credentials of any sort except (1) the examination reports of the Education Department of the State of New York, showing that the candidate has completed certain courses in a high school in the State of New York and that she has passed the examinations of the Education Department in these subjects² (for table of equivalents, see page 28), (2) with special permission, the official reports of entrance examinations taken in good faith for admission to other colleges, and (3) certain courses of the Summer Session of Columbia University (see page 29). These credentials are accepted only in so far as they cover specifically, and by name, subjects or lettered (or numbered) parts of a subject which are accepted for admission to Barnard College, and state in percentages the grades received in the examinations in such subjects. Candidates must take the regular entrance examinations in the subjects in which their credentials are not deemed adequate. Except for reasons of weight, credentials are not accepted as covering subjects passed more than twenty-nine months previous to the date at which the candidate intends to begin residence. No certificates from preparatory schools or from preparatory departments of colleges will be accepted in lieu of entrance examinations.

In order to be credited toward entrance, the candidate's credentials, together with (1) the statement of the extent and character of her preparation in each subject offered (see School Record, page 18), and (2) any certificates for science laboratory work or drawings that she has to present, must be in the hands of the Committee on Admissions on or before August 1 for admission in September, and on or before January 1, for admission in February.

State Education Department Examinations. — Candidates for admission on the credentials of the New York State Education Department should notify the Secretary to the Committee on Admissions of Barnard College of their intention on or before August 1 for admission in September and on or before December 1 for admission in February, in order that sufficient time may be allowed for obtaining their records from the Education Department.

In these examinations 75 % will ordinarily be regarded as the lowest passing mark. These examinations will be subject to the same rules as to series and dates as other examinations (see page 20).

The subjects for which the State credentials are accepted and their value in Barnard entrance units are as follows:

¹ The numerical ratings of the Board are accepted by the College, but the passing mark is fixed by the Committee on Admissions.

² 75% will ordinarily be regarded as the lowest passing mark in these examinations.

	State Education Department counts	Barnard units
¹ Botany (Advanced Botany)	5	1
¹ Chemistry	5	1
¹ Drawing, Elementary Design, and Elementary Repre- sentation and Intermediate Drawing	6	1
English, Four Years (including literature questions) . . .	14-16	3
French, elementary, Two Years	10	2
French, intermediate, Third Year	5	1
French, advanced, Fourth Year	5	1
German, elementary, Two Years	10	2
German, intermediate, Third Year	5	1
German, advanced, Fourth Year	5	1
Greek:		
Grammar and Composition	10	2
Second Year Greek		
Translation of Prose at Sight		
Third Year Greek	5	$\frac{1}{2}$
Advanced Prose Composition	0	$\frac{1}{2}$
¹ History:		
¹ Ancient or Major Sequence Course A	5	1
¹ Modern, Parts I and II <i>or</i> Major Sequence Course B . .	6-5	1
¹ English	5	1
¹ American and Civics <i>or</i> Major Sequence Course C . . .	5	1
Italian, elementary, Two Years	10	2
Italian, intermediate, Third Year	5	1
Latin (<i>for candidates offering 4 units</i>):		
Latin Three Years	15	3
Latin Fourth Year	5	1
Latin (<i>for candidates offering 2 or 3 units</i>):		
Second Year Latin	8	2
Latin, Third or Fourth Year	5	1
Mathematics:		
Algebra	7	2
Intermediate Algebra		
Plane Geometry	5	1
Solid Geometry	2	$\frac{1}{2}$

¹ Credit cannot be secured in these subjects unless the following requirements are met:
(a) In all natural sciences, teachers' certificates of laboratory work, covering exercises described in the definitions of requirements in each subject (pp. 32-49), must be presented in accordance with the regulations stated on page 50. In doubtful cases, the candidate will be required to submit a certified laboratory note-book.
(b) In Drawing, a teacher's certificate, covering at least twenty drawings, must be presented in accordance with the regulations stated on page 50.
(c) In History, only the five-count electives will be accepted.

Plane Trigonometry	2	$\frac{1}{2}$
Advanced Algebra	2	$\frac{1}{2}$
¹ Physics	5	1
¹ Physiography	5	1
Spanish, elementary, Two Years	10	2
Spanish, intermediate, Third Year	5	1
Spanish, advanced, Fourth Year	5	1
¹ Zoölogy (Advanced Zoölogy)	5	1

Summer Session Work in Lieu of Entrance Examinations. — A grade of C (in some courses, B) in the following courses of the Summer Session of Columbia University will fulfill entrance requirements or remove entrance conditions in the subjects specified in each case:

Chemistry sA — for Chemistry

English sX — for English 1, grammar and composition, taken as review work, provided a grade of B is obtained

English sY — for English 2, literature, taken as review work, provided a grade of B is obtained

French sA1, sA01, sA2, sA02 — for elementary French

French sB1, sB01 — for intermediate French

French sB2, sB02 — for advanced French

Geography, s25 — for physiography

German sA1, sA2 — for elementary German

German sB1, sB01 — for intermediate German

German sB2, sB02 — for advanced German

History sX9 (American History) — for elementary history *d*, provided a grade of B is obtained

History sX5 (Ancient History) — for elementary history *a*, provided a grade of B is obtained

Italian sA1, sA2 — for elementary Italian

Latin sX2 — for 2 years Latin, taken as review, provided a grade of B is obtained

Latin sY2 — for Cicero, if the student has already completed the reading of third year Latin, and provided a grade of B is obtained

Latin sY1 — for Virgil, if the student has already completed the reading of fourth year Latin, and provided a grade of B is obtained

Latin sZ — for advanced Latin prose composition provided a grade of B is obtained

Mathematics sX1 or sX2 — for the corresponding parts of algebra, if taken as review, and provided a grade of B is obtained

Mathematics sY — for plane geometry, if taken as review, and provided a grade of B is obtained

Mathematics sA1, sA2, s1 — for the corresponding parts of advanced mathematics

¹ Credit cannot be secured in these subjects unless the following requirements are met:

(a) In all natural sciences, teachers' certificates of laboratory work, covering exercises described in the definitions of requirements in each subject (pp. 32-49), must be presented in accordance with the regulations stated on page 50. In doubtful cases, the candidate will be required to submit a certified laboratory note-book.

Physics sA1 and sA2 — for physics
Spanish sA1, sA01 and sA2, sA02 — for elementary Spanish
Spanish sB1, sB01 — for intermediate Spanish

Other Summer Session courses may be counted as fulfilling entrance requirements only by special permission.

Entrance Conditions and Probation. — A candidate for admission who has not secured the prescribed fifteen units may be admitted to the freshman class with conditions, if, in the judgment of the Committee on Admissions, she is qualified to undertake the work of the class. General deficiency in any prescribed subject will disqualify for admission. Except for reasons of weight a student who has failed to complete a course in a good high school or preparatory school will not be admitted with conditions.

All entrance conditions must be removed within one calendar year from the date of entrance.

A student admitted conditionally or by credentials from another college or from the State Education Department will be held under probation during the first winter or spring session of residence. By Tuesday of the week preceding the Thanksgiving holidays, each department in which students on probation attend will make to the Committee on Instruction a special report of progress in the case of every such student. The Dean, on the recommendation of the Committee on Instruction, will as soon as practicable after the mid-year examinations decide as to each student on probation whether she shall be admitted to full standing, have her period of probation extended, or be dropped from the roll.

The mark C, B, or A, obtained at the end of the first winter or spring session of residence, in a course of a higher grade than the entrance requirement, will be regarded as removing an entrance condition in that subject, unless the condition was incurred in a part of the subject not directly involved in the work of the college course. To remove a condition by college work a mark of at least thirty-five per cent must have been obtained in an entrance examination. Any condition not so removed must be satisfied by a regular entrance examination for which an application must be filed and a fee paid precisely as required of a candidate for admission. (Regarding the removal of entrance conditions by work in the Summer Session of Columbia University, see above.)

While work done in University extension courses is not primarily accepted in lieu of entrance examinations, *entrance conditions* may be removed by a grade of at least C subsequently obtained in the appropriate extension courses. Students in college who desire to avail themselves of this privilege must submit their choice of extension courses for the approval of the Committee on Instruction as a part of their regular college work. (For the general regulations regarding the election of extension courses, see page 63.)

ADMISSION TO ADVANCED STANDING

Students who have satisfactorily completed at least a year of work at an acceptable college or scientific school or foreign institution of equivalent grade may be admitted with such advanced credit as their previous records may warrant.

Each candidate should send to the Committee on Admissions with her application blank, a catalogue of her college plainly marked, showing entrance credit and courses taken. These should be accompanied by an official transcript of her college record, including entrance credit. If for any reason a student cannot obtain an official record until the end of the term, she may substitute her report cards. One or the other must be in the hands of the Committee on Admissions before the Committee on Transfers can estimate her standing in Barnard College. The Committee on Transfers may give an applicant a tentative estimate of the number of points that she may receive as credit toward a Barnard College degree and the prescribed work, not previously taken, from which she may be excused. Final determination of these matters lies with the Committee on Transfers, which reserves the right of readjusting credit at any time. These reports should be received by the Committee on Admissions by July 1 for admission in September and by December 1 for admission in February, otherwise action on the case may be delayed until just before the opening of college. Final action on admission depends upon (1) honorable dismissal, (2) certificate of good moral character from an authorized representative of her college, and (3) certificate of sound health.

No applicant may enter the senior class as a candidate for a degree after October 15 in any year, and no student will receive a degree who has resided less than two full sessions (winter or spring) at Barnard College. (See also paragraph 6, page 63.)

Candidates for admission to the freshman class offering by examination more than the required 15 units may be given credit toward a degree for this extra work, on a basis to be determined by the Committee on Admissions, provided that not more than 18 of the 120 points for a degree may be gained in this way.

ADMISSION AS SPECIAL STUDENTS

Women who wish, without working toward a degree, to make a serious study of some subject or group of subjects, may, with the approval of the Committee on Admissions, enter Barnard as non-matriculants. They need not pass formal entrance examinations, but they must submit satisfactory credentials in regard to character and qualifications for the courses they wish to take.

Candidates for admission as non-matriculants must be at least 18 years of age. They may not pursue merely elementary courses. They must not, within ten months of the time of application, have been rejected or become deficient as regular students.

They will be held to the observance of the same regulations as to attendance, examination in course, proficiency and deficiency as regular students. They are also subject to the usual health regulations (see page 76).

They are entitled to a formal statement as to the satisfactory completion of the work that they have taken. They may, in view of a satisfactory record in college courses, be transferred by the Committee on Instruction to the matriculated basis as candidates for a degree.

DEFINITIONS OF REQUIREMENTS¹

Specimens of the question papers set by Columbia University may be obtained from the Secretary to the Committee on Admissions upon application. The question papers of the College Entrance Examination Board are published annually in book form by Ginn & Company. Separate question papers remaining from the examinations may also be purchased from the Secretary of the Board, 431 West 117th Street, New York.

For a more detailed statement of the requirements in botany and physiography or lists of suitable laboratory experiments in chemistry and physics the reader is referred to the pamphlet of the College Entrance Examination Board containing definitions of the requirements in each subject.

BOTANY (counting one unit)

The candidate should have received training by means of the laboratory method in:

The structure and the more obvious features of the life history of at least ten types among the higher seed plants chosen from the more representative families (*e.g.*, Gramineæ, Liliaceæ, Salicaceæ, Ranunculaceæ, Rosaceæ, Leguminosæ, Cruciferae, Solanaceæ, Labiatae, Compositæ). In addition to these, the following types are recommended among the remaining lower groups of plants: pine, *Selaginella*, a fern, a moss (*Polytrichum* or *Funaria*), an hepatic, *Marchantia*, a bacterium, a yeast, a mold, an agaric, *Vaucheria*, *Spirogyra*, and a protophyte (preferably *Sphaerella*).

Morphology of shoot, root, and seed. This work covers the growth, character, relation, and function of the more important tissues of the stem, leaf, bud, and root, together with a study of the more common variations of these organs. The work on the seed includes the structure and homologies of the principal types, nature of reserve food, the renewal of growth of the seed, and the development of the seedling.

Physiology. This work should cover the essential facts concerning irritability, photosynthesis, respiration, digestion, growth, and reproduction.

Ecology. The natural history of plants should receive considerable attention, and the behavior of plants toward environmental factors (especially light and moisture), dissemination, cross and close pollination, and the more important structural and physiological characteristics of plant formations (hydrophytes, halophytes, mesophytes, and xerophytes) should be included.

A teacher's certificate of laboratory work must be presented. (See page 50.) *The candidate must be prepared to submit an indexed note-book of her laboratory work in case the rest of her record in the subject, including the certificate, is not fully satisfactory.*

CHEMISTRY (counting one unit)

The candidate's preparation in chemistry should include:

a. The study of a standard text-book to the end that the pupil may gain a comprehensive and connected view of the most important facts and laws of elementary chemistry.

b. Instruction by lecture-table demonstrations, to be used mainly as a basis for questioning upon the general principles involved in the pupil's laboratory investigations.

¹ The relative value of subjects is expressed in units according to the time required for adequate preparation in them: a unit in the sense here used represents a course of five periods weekly throughout an academic year of the preparatory school.

c. Individual laboratory work, comprising at least forty exercises.

A teacher's certificate of laboratory work must be presented. (See page 50.) *The candidate must be prepared to submit an indexed note-book of her laboratory work in case the rest of her record in the subject, including the certificate, is not fully satisfactory.*

The following outline includes only the indispensable things which must be studied in the classroom and laboratory. The material is, for the most part, common to all elementary text-books and laboratory manuals. The order of presentation will naturally be determined by each teacher for himself.

Outline. — The chief physical and chemical characteristics, the preparation and the recognition of the following elements together with their principal compounds: *oxygen, hydrogen, carbon, nitrogen, chlorine, bromine, iodine, fluorine, sulphur*, phosphorus, silicon, potassium, *sodium*, calcium, magnesium, *zinc*, copper, mercury, silver, aluminum, *lead*, tin, *iron*, manganese, chromium.

More detailed study should be confined to the italicized *elements* (as such) and to a restricted list of compounds such as: water, hydrochloric acid, carbon-monoxide, carbon-dioxide, oxides of nitrogen, nitric acid, ammonia, sulphur-dioxide, sulphuric acid, hydrogen sulphide, sodium-hydroxide, ammonium-hydroxide.

Attention should be given to the atmosphere (constitution and relation to animal and vegetable life), flames, acids, bases, salts, oxidation and reduction, crystallization, combining proportions by weight and volume, calculations founded on these and Boyle's and Charles's laws, symbols and nomenclature, atomic and ionization theory, atomic weights, valency (in a very elementary way), nascent state, natural grouping of the elements, solution solvents and solubility of gases and solids and liquids, saturation, strength of acids and bases, conservation and dissipation of energy, chemical energy, electrolysis. Chemical terms should be clearly understood and the pupil should be able to illustrate and apply the ideas they embody. The theoretical topics are not intended to form separate subjects of study, but to be taught only so far as is necessary for the correlation and explanation of the experimental facts.

DRAWING (counting one unit)

The candidate's preparation in drawing should be directed toward training her in accurate observation and in definite and truthful representation of form, without attempt to represent color or color values.

The candidate should be able to draw correctly and with lines of good quality simple forms in correct perspective in the size in which they are felt in the plane of the drawing, or larger or smaller. It is recommended that pupils should be taught to draw from the object itself rather than from the flat.

The elementary principles of perspective are to be thoroughly learned, and the candidate should be able to apply them in freehand drawing from the object or from the imagination.

No definite prescription as to method of teaching is made. The examination will test the preparation of the candidate in the following points:

1. Ability to sketch from the object with reasonable correctness as to proportion, structure, and form. It is recommended that the subjects drawn include simple geometrical objects and simple natural objects such as living plant forms.

2. Ability to sketch freehand from dictation with reasonable accuracy any simple geometrical figure or combination of figures.

3. Ability to represent accurately in perspective a simple geometrical solid of which projection drawings are given, and ability to make consistent projection drawings of a simple geometrical solid of which a perspective representation is given.

4. Ability to answer questions in regard to the principles involved in making these drawings.

Each candidate must present a teacher's certificate for the drawings executed. (See page 50.) *The candidate must be prepared to submit a set of twenty drawings, displaying proficiency in the points mentioned above, in case the rest of her record in the subject is not fully satisfactory.*

Correctness of proportion and accuracy in the angles and curves and structural relations of the parts of every figure or object drawn are of the highest importance, and in laying out the drawings great care should be taken in the use of construction lines, and in the drawing of general masses and contour before the details are begun.

A certain proportion of shade drawings from casts may be included, but they are not required and should not form the majority of the drawings. If drawings are submitted, they should be of uniform size, and fastened together, not rolled.

ENGLISH

Elementary (counting three units)

(For Comprehensive Examination, see page 49)

The entrance examinations in English are given upon the plan recommended by the National Conference on Uniform Entrance Requirements in English, and adopted by the College Entrance Examination Board.

Objects of Study. — The study of English in school has two main objects: (1) command of correct and clear English, spoken and written; (2) ability to read with accuracy, intelligence, and appreciation.

Habits of correct, clear, and truthful expression. — This part of the requirement calls for a carefully graded course in oral and written composition, and for instruction in the practical essentials of grammar, a study which ordinarily should be reviewed in the secondary school. In all written work constant attention should be paid to spelling, punctuation, and good usage in general as distinguished from current errors. In all oral work there should be constant insistence upon the elimination of such elementary errors as personal speech-defects, foreign accent, and obscure enunciation.

Ability to read with intelligence and appreciation works of moderate difficulty; familiarity with a few masterpieces. — This part of the requirement calls for a carefully graded course in literature. Two lists of books are provided from which a specified number of units must be chosen for reading and study. The first contains selections appropriate for the earlier years in the secondary school. These should be carefully read, in some cases studied, with a measure of thoroughness appropriate for immature minds. The second contains selections for the closer study warranted in the later years. The progressive course formed from the two lists should be supplemented at least by home reading on the part of the pupil and by classroom reading on the part of pupils and instructor. It should be kept constantly in mind that the main purpose is to cultivate a fondness for good literature and to encourage the habit of reading with discrimination.

Description of the Examinations

English 1-2 (counting three units)

English 1 (counting two units)

English 2 (counting one unit)

The examination will be in two parts. The first part on Grammar and Composition will test powers of correct, clear, truthful expression. The candidate will write one or more compositions several paragraphs in length. For this purpose a list of eight or ten subjects will be provided. These may be suggested in part by the books recommended for reading, but a sufficient number from other sources will make it possible for the candidate to draw upon her own experience and ideas. She will not be expected to compose at a more rapid rate than three hundred fifty words an hour, but her work must be free from common errors in grammar, idiom, spelling, and punctuation, and should show that she understands the principles of unity and coherence. In addition, questions may be asked on the practical essentials of grammar, such as the construction of words and the relation of various parts of a sentence to one another.

The second part on Literature will test the faithfulness with which the candidate has studied the works recommended for study and her ability to grasp quickly the meaning of a passage of prose or verse that she has not previously seen, and to answer simple questions on its literary qualities. No candidate will be passed on this part of the examination whose work shows serious defects in composition.

In connection with the second part of the examination the candidate may be required by the college to submit a statement certified by her principal specifying what books she has read during her secondary school course, and indicating the quality and character of her spoken English.

List of Books, 1926-1928

1. Books for Reading. — From each group two selections are to be made, except that for any book in Group V a book from any other may be substituted.

GROUP I. Cooper, *The Last of the Mohicans*; Dickens, *A Tale of Two Cities*; George Eliot, *Silas Marner*; Scott, *Ivanhoe* or *Quentin Durward*; Stevenson, *Treasure Island* or *Kidnapped*; Hawthorne, *The House of the Seven Gables*.

GROUP II. Shakespeare, *The Merchant of Venice*, *Julius Caesar*, *King Henry V*, *As You Like It*, *The Tempest*.

GROUP III. Scott, *The Lady of the Lake*; Coleridge, *The Ancient Mariner*; Arnold, *Sohrab and Rustum*; A collection of representative verse, narrative and lyric; Tennyson, *Idylls of the King* (any four); the *Aeneid* or the *Odyssey* in a translation of recognized excellence, with the omission, if desired, of Books I-V, XV, and XVI of the *Odyssey*; Longfellow, *Tales of a Wayside Inn*.

GROUP IV. The Old Testament (the chief narrative episodes in Genesis, Exodus, Joshua Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther); Irving, *The Sketch Book* (about 175 pages); Addison and Steele, *The Sir Roger de Coverley Papers*; Macaulay, *Lord Clive* or *History of England*, Chapter III; Franklin, *Autobiography*; Emerson, *Self-Reliance* and *Manners*.

GROUP V. A modern novel; A collection of short stories (about 150 pages); A collection of contemporary verse (about 150 pages); A collection of scientific writings (about 150 pages); A collection of prose writings on matters of current interest (about 150 pages); A selection of modern plays (about 150 pages).

All selections from this group should be works of recognized excellence.

2. Books for study. — One selection is to be made from each of Groups I and II, and two from Group III.

GROUP I. Shakespeare, *Macbeth*, *Hamlet*.

GROUP II. Milton, *L'Allegro*, *Il Penseroso*, and either *Comus* or *Lycidas*; Browning, *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*. Hervé Riel, *Pheidippides*, *My Last Duchess*, *Up at a Villa — Down in the City*, *The Italian in England*, *The Patriot*, *The Pied Piper*, "De Gustibus —," *Instans Tyrannus*, *One Word More*.

GROUP III. Burke, *Speech on Conciliation with America*; Macaulay, *Life of Johnson*; Arnold, *Wordsworth*, with a brief selection from Wordsworth's *Poems*; Lowell, *On a Certain Condescension in Foreigners*, and *Shakespeare Once More*.

List of Books, 1929-1931

1. Books for Reading. — From each group two selections are to be made, except that for any book in Group V a book from any other may be substituted.

GROUP I. Cooper, *The Last of the Mohicans*; Dickens, *A Tale of Two Cities*; George Eliot, *The Mill on the Floss*; Scott, *Ivanhoe* or *Quentin Durward*; Stevenson, *Treasure Island* or *Kidnapped*; Hawthorne, *The House of the Seven Gables*.

GROUP II. Shakespeare, *The Merchant of Venice*, *Julius Caesar*, *King Henry V*, *As You Like It*, *The Tempest*.

GROUP III. Scott, *The Lady of the Lake*; Coleridge, *The Ancient Mariner*; and Arnold, *Sohrab and Rustum*; A collection of representative verse, narrative and lyric; Tennyson, *Idylls of the King* (any four); the *Aeneid* or the *Odyssey* or the *Iliad* in a translation of recognized excellence, with the omission, if desired, of Books I-V, XV, and XVI of the *Odyssey*, and Books XI, XIII-XV, and XXI of *The Iliad*; Longfellow, *Tales of a Wayside Inn*.

GROUP IV. The Old Testament (the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther); Irving, *The Sketch Book* (about 175 pages); Addison and Steele, *The Sir Roger de Coverley Papers*; Macaulay, *Lord Clive* or *History of England*, Chapter III; Franklin, *Autobiography*; Emerson, *Representative Men*.

GROUP V. A modern novel; A modern biography or autobiography; A collection of short stories (about 250 pages); A collection of contemporary verse (about 150 pages); A collection of scientific writings (about 150 pages); A collection of prose writings on matters of current interest (about 150 pages); A selection of modern plays (about 250 pages). All selections from this group should be works of recognized excellence.

2. Books for Study. — One selection is to be made from each of Groups I and II, and two from Group III.

GROUP I. Shakespeare, *Macbeth*, *Hamlet*.

GROUP II. Milton, *L'Allegro*, *Il Penseroso*, and either *Comus* or *Lycidas*; Browning, *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Hervé Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa—Down in the City*, *The Italian in England*, *The Patriot*, *The Pied Piper*, "*De Gustibus—*," *Instans Tyrannus*, *One Word More*.

GROUP III. Burke, *Speech on Conciliation with America*; Macaulay, *Life of Johnson*; Carlyle, *Essay on Burns*, with a brief selection from *Burns' Poems*; Lowell, *On a Certain Condescension in Foreigners*, and *Democracy*; Lincoln, *Speech at Cooper Union*, his *Farewell to the Citizens of Springfield*, his brief addresses at Indianapolis, Albany, and Trenton, the speeches in Independence Hall, the two Inaugurals, *Gettysburg Speech*, and his Last Public Address, together with a brief memoir or estimate of Lincoln.

FRENCH

(For Comprehensive Examination, see page 49)

a. Elementary (counting two units)

Candidates who pursue the study of French after admission to college will be subjected to an individual test in reading and pronunciation, but credit for admission will not depend upon such test.

a. Grammar, Reading, and Elementary Prose Composition: (1) The rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plural of nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions and conjunctions; the order of words in the sentence, and the elementary rules of syntax; (2) translation at sight into English of easy dialogue or narrative prose; (3) translation into French of easy detached sentences from the language of everyday life illustrative of elementary grammatical principles and of simple idioms.

The Aim of the Instruction. — At the end of the elementary course the pupil should be able to pronounce French accurately, to read at sight easy French prose, to put into French simple English sentences taken from the language of everyday life, or based upon a portion of the French text read, and to answer questions on the rudiments of the grammar, as defined below.

The Work to be Done. — During the first year the work should comprise: (1) careful drill in pronunciation; (2) the rudiments of grammar as outlined

in *a*, above; (3) abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar but also to cultivate readiness in the reproduction of natural forms of expression; (4) the reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in translating into French easy variations of the sentences read (the teacher giving the English), and in reproducing from memory sentences previously read; (5) writing French from dictation.

During the second year the work should comprise: (1) the reading of from 250 to 400 pages of easy modern prose in the form of stories, plays, or historical or biographical sketches; (2) constant practice, as in the previous year, in translating into French easy variations upon the texts read; (3) frequent abstracts, sometimes oral and sometimes written, of portions of the text already read; (4) writing French from dictation; (5) continued drill upon the rudiments of grammar, with constant application in the construction of sentences; (6) mastery of the forms and use of pronouns, pronominal adjectives, of all but the rare irregular verb forms, and of the simpler uses of the conditional and subjunctive.

Suitable texts for the second year are: Daudet, *Le Petit Chose*; Erckmann-Chatrian, stories; Halévy, *L'Abbé Constantin*; Labiche et Martin, *Le Voyage de M. Perrichon*; Lavissee, *Histoire de France*.

b. Intermediate (counting one unit)

b. Grammar, Reading, and Intermediate Prose Composition: (1) The principles of French grammar in their application to ordinary prose; (2) translation into English of moderately difficult prose or poetry, recent or classical; (3) translation into French of easy connected prose or the original composition in French of a simple passage.

The Aim of the Instruction. — At the end of the intermediate course the pupil should be able to read at sight ordinary French prose or simple poetry, to translate into French a connected passage of English based on the text read, and to answer questions involving a more thorough knowledge of syntax than is expected in the elementary course.

The Work to be Done. — This should comprise the reading of from 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form; constant practice in giving French paraphrases, abstracts, or reproductions from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation.

Suitable texts for the third year are: Bazin, *Les Oberlé*; Dumas, novels; Merimée, *Colomba*; Sandeau, *Mlle. de la Seiglière*; de Tocqueville, *Voyage en Amérique*.

c. Advanced (counting one unit)

The Aim of the Instruction. — At the end of the advanced course the pupil should be able to read at sight, with the help of a vocabulary of special or technical expressions, difficult French not earlier than that of the seventeenth century; to write in French a short essay on some simple subject connected with the works read; to put into French a passage of easy English prose; and to carry on a simple conversation in French.

The Work to be Done. — This should comprise the reading of from 600 to 1,000 pages of standard French, classical and modern, only difficult passages being explained in the class; the writing of numerous short themes in French; the study of syntax.

Suitable texts for the fourth year are: Beaumarchais, *Le Barbier de Séville*; Hugo, *Quatre-vingt treize*, *Les Misérables*; Loti, *Pêcheur d'Islande*; Taine, *L'Ancien régime*; Vigny, *Cinq-Mars*; an anthology of verse; Balzac, *Eugénie Grandet*.

GERMAN

(For Comprehensive Examination, see page 49)

a. Elementary (counting two units)

Candidates who pursue the study of German after admission to college will be subjected to an individual test in reading and pronunciation, but credit for admission will not depend upon such test.

a. Grammar, Reading, and Elementary Prose Composition: (1) The rudiments of grammar, including the use of the more common prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word-order; (2) translation at sight into English of easy dialogue or narrative prose; (3) translation into German of easy detached sentences from the language of everyday life illustrative of elementary grammatical principles and of simple idioms.

The Aim of the Instruction. — During the elementary course in German pupils should be taught to read and to understand, when read to them, easy prose. They should also receive systematic training in the oral and written use of the foreign language and be able to turn short, easy English sentences into German.

During the first year the work should comprise: (1) Careful drill in pronunciation. Especial attention should be given at all times to reading aloud and to work in dictation. (2) Systematic study of the essentials of grammar should be begun. Abundant oral and written exercises, definitely planned to enable pupils to use the various parts of speech in sentence form, should always supplement the learning of paradigms and rules. (3) A small amount (40–50 pages) of prepared reading of such a character as to lend itself easily to question and answer work and to other kinds of oral and written exercises in the foreign language. Very easy sight-reading should supplement the prepared work. If translation from the mother tongue is used the first year, the exercises should be limited to easy variations of language material that the pupils have well in hand through previous careful study.

During the second year the essentials of grammar should be completed. Greater emphasis should be given during this year to reading. Some of the easy texts should be read rather rapidly, with sufficient practice in translating into English and partly at sight; others, in whole or in part, should be made the basis of oral and written exercises to increase the pupils' power in the use of the foreign language. Simple dictation and exercises in translating orally and in writing from the mother tongue should regularly accompany the intensive study of the text. This work should be supplemented by reproduction, first in English, later in simple German, of the content of short, easy 'unseen' passages read aloud by the teacher. The prepared reading in the second year should not exceed 125 pages; at least fifty pages should be read at sight.

Suitable texts for the elementary course, after 40–50 pages of very simple reading matter in a beginners' book or elementary reader, are: Andersen's *Märchen*; selections from Baumbach's short stories; Schmid's *Heinrich von Eichenfels*; Volkmann-Leander's *Kleine Geschichten*; one-act plays (such as those of Benedix); selections from Hauff's *Märchen*; Blüthgen's *Das Peterle*

von Nürnberg; Andersen's *Bilderbuch ohne Bilder*; Volkmann-Leander's *Träumereien*; Hillern's *Höher als die Kirche*; Gerstäcker's *Germelshausen*.

Very easy prose texts *not used for assigned work* should be read at sight. Suitable for this purpose are: Selections from Grimm's *Märchen*, Goebel's *Rübezahl*, *Die Schildebürger*, and *Till Eulenspiegel*.

b. Intermediate (counting one unit)

b. Grammar, Reading, and Intermediate Prose Composition: (1) The principles of German grammar in their application to ordinary prose, including syntax, word-order, word-formation, and indirect discourse; (2) interpretation by means of paraphrase, synonymy, or translation into English of moderately difficult prose or poetry, recent or classical; (3) translation into German of easy connected prose or the original composition in German of a simple passage.

The Aim of the Instruction. — The aim of the intermediate course is to increase the pupils' power to read and control the foreign language. The various oral and written exercises and the sight-reading practice of the second year should be continued. In oral reading attention should be given to intonation and sentence stress as well as to correctness of pronunciation.

At the end of the course pupils should be able to read at sight selections of modern German prose or poetry not too difficult either in thought or form; to turn into German connected English prose, simple as to form and vocabulary. They should not only have a working knowledge of grammar, but also be able, if called upon, to state clearly and accurately the essential rules.

The reading (350–400 pages) should be confined largely to writers of the modern period. Some of the texts chosen should be read as quickly as possible, consistent with careful work; others should be studied more intensively for both the language and the thought.

Suitable texts for the intermediate course:

1. Narrative prose — Storm, *Immensee*; Gerstäcker, *Irrfahrten*; Zschokke, *Das Abenteuer der Neujahrsnacht*; Baumbach, *Das Habichtsfräulein*, or *Der Schwiegersohn*; Arnold, *Fritz auf Ferien*; Ebner-Eschenbach, *Krambambuli*; Riehl, *Der stumme Ratsherr*; Schücking, *Die drei Freier*; Keller, *Kleider machen Leute*; Raabe, *Die schwarze Galeere*; Otto Ernst, *Asmus Sempers Jugendland*; Seidel, *Leberecht Hühnchen*; Rosegger, *Das Holzknechthaus*; Fouqué, *Undine*; Jensen, *Die braune Erica*; Auerbach, *Brigitta*; Storm, *Pole Poppenspäler*; Frommel, *Mit Ränzel und Wanderstab*; Liliencron, *Anno 1870*; Wildenbruch, *Das edle Blut*, or *Nied*, or *Der Letzte*; Frenssen, *Peter Moors Fahrt nach Südwest*; Meyer-Förster, *Karl Heinrich*; Kroner, *Zriny*.

2. Plays — Moser, *Der Bibliothekar*; Fulda, *Unter vier Augen*; Freytag, *Die Journalisten*; Fulda, *Der Talisman*, or *Das velorene Paradies*; Schiller, *Wilhelm Tell*.¹

For oral drill and colloquial practice, a book dealing with German life, customs, and institutions and written in the simplest conversational German should be used.

A liberal amount of reading at sight should be done, using texts not otherwise studied and easier than the regular class texts.

c. Advanced (counting one unit)

The Examination in Advanced German is similar in form to that in Intermediate German (b), with the requirement that the candidate be able to

¹ In schools with a four years' course, *Wilhelm Tell* should be reserved for the last year. For the benefit of schools with a three years' course, several works listed under Advanced German are indicated (marked *) as suitable for use at the end of the third year.

interpret at sight any modern German prose or verse involving no technical vocabulary, and to write an original theme with reasonable fluency and correctness.

The Work to be Done in the advanced course differs from that in the preceding courses only in amount and degree. The copious reading of numerous modern texts and the intensive study of a few masterpieces selected from the classic and the modern period (in all not less than 500 pages) should occupy the major portion of the time. In addition to the kinds of oral and written work done in the previous courses pupils should have some training in writing short independent themes on simple topics. Considerable attention should also be given to the study of vocabulary as to form and meaning.

Suitable texts for the advanced course:

1. Classic drama (*one of these works should be studied intensively*): Schiller, *Wilhelm Tell**, *Jungfrau von Orleans*, *Maria Stuart*; Lessing, *Minna von Barnhelm*; Goethe, *Egmont*.

2. Other plays: Grillparzer, *Die Ahnfrau**, *Der Traum ein Leben*; Kleist, *Der Prinz von Homburg*; Wildenbruch, *Harold*; Otto Ernst, *Flachsmann als Erzieher*.

3. Narrative prose: Heine, *Die Harzreise*; Hauff, *Lichtenstein*; Freytag, *Soll und Haben**; Sudermann, *Frau Sorge**; Meyer, *Das Amulett*; Frenssen, *Jörn Uhl*; Fontane, *Grete Minde*.

4. Historical prose: Selections from Schiller, *Geschichte des Dreissigjährigen Krieges*, or from Freytag, *Bilder aus der deutschen Vergangenheit*.

5. A selection of German lyrics and ballads.

Also, Scheffel, *Der Trompeter von Säckingen**; Riehl, *Burg Neideck*; Heyse, *Die Blinden**; Hoffman, *Meister Martin der Küfer und seine Gesellen*; Freytag, *Die verlorene Handschrift*; Raabe, *Else von der Tanne*; Hoffmann, *Das Fräulein von Scuderi*; Scheffel, *Ekkehard*; Sudermann, *Der Katzensteg*.

In general, texts should be read rapidly; but see last paragraph under elementary reading list. For colloquial practice specially prepared books dealing with modern life or historical and literary material are recommended.

GREEK

(For Comprehensive Examination, see page 49)

Elementary (counting two or three units)

NOTE. — To secure credit for two units in Greek, candidates must offer *a*, *b*, and *g*. To secure credit for three units they must offer *a*, *b*, *c*, *f*, and *g*.

a. i. Grammar. — The common forms, idioms, and constructions, and the general grammatical principles of Attic Greek prose.

ii. Elementary Prose Composition. — Translation into Greek of detached sentences to test the candidate's knowledge of grammatical construction.

The examination in the two subjects immediately preceding will be based on the first two books of Xenophon's *Anabasis*.

b. Xenophon. — The first four books of the *Anabasis*.

c. Homer. — The first three books of the *Iliad* (omitting II, 494–end) and the constructions, poetical forms, and prosody of Homer's *Iliad*.

f. Prose Composition. — Translation into Greek of continuous prose based on Xenophon and other Attic prose of similar difficulty.

g. Sight Translation of Prose. — Translation into English at sight based on prose of no greater difficulty than Xenophon's *Anabasis*.

Examinations

A composite paper is offered from which those desiring to be examined in Greek *a*, *b*, and *g*, or in Greek *c* and *f* or in the whole of Greek should select certain specified questions. Candidates taking the examinations in Greek given by the College Entrance Examination Board should usually take the *comprehensive* examination (see pages 21, 49).

HISTORY

Elementary

NOTE. — Each of the four divisions, *a*, *b*, *c*, and *d*, counts one unit.

a. Ancient History, including a brief introductory study of the Oriental peoples, and early medieval history to the death of Charlemagne, with due reference to art, literature, and government.

b. Modern European History, from about 1660 to the present time, with due reference to the growth of the state system.

c. English History, with due reference to social and political development.

d. American History, with the elements of civil government.

On examination a candidate must show such general knowledge of the subject in each division offered as may be acquired from the study of an accurate textbook of not less than 300 pages. *Since the questions will be so framed as to require comparison and the use of judgment rather than mere exercise of memory on the part of the pupil, it is recommended that the teacher prescribe a course of supplementary reading of not less than 300 pages, dealing with the more important periods and events in each division offered.* Geographical knowledge will be tested by requiring the location of places, boundaries, and movements on an outline map.

ITALIAN

a. Elementary (counting two units)

The Aim of the Instruction. — At the end of the course the pupil should be able to pronounce Italian accurately, to read at sight easy Italian prose, to put into Italian simple English sentences taken from the language of everyday life, or based upon a portion of the Italian text read, and to answer correctly questions on the rudiments of the grammar, as defined below.

The Work to be Done. — During the first year the work should comprise: (1) careful drill in pronunciation; (2) the rudiments of grammar, including the conjugation of the regular and the more common irregular verbs, the inflection of nouns, adjectives, and pronouns, and the elementary rules of syntax; (3) abundant exercises illustrating the principles of grammar; (4) the reading and accurate rendering into good English of from 100 to 175 duodecimo pages of graduated texts, with translation into Italian of easy variations of the sentences read; (5) writing Italian from dictation.

During the second year the work should comprise: (1) the reading of from 250 to 400 pages of modern prose from different authors and of easy poetry; (2) practice in translating Italian into English, and English variations of the text into Italian; (3) continued study of the elements of grammar and of syntax; (4) mastery of all but the rare irregular verb-forms and of the simpler uses of the moods and tenses; (5) writing Italian from dictation.

Suitable texts for the second year are: Stories, plays, and history by different authors; Farina, *Fra le corde d'un contrabasso*; Goggio, *Due commedie moderne*; Goldoni, *Il vero amico*, *Un curioso accidente*, *La Locandiera*; Marinoni, *Italian Reader*; Pellico, *Le mie prigionie*; Testa, *L'oro e l'orpello*; E. H. Wilkins and Marinoni, *L'Italia*.

b. Intermediate (counting one unit)

The regulations governing examinations and credit are the same as those stated for Intermediate French.

b. Grammar, Reading, and Intermediate Prose Composition: (1) The principles of Italian grammar in their application to ordinary prose. (2) Translation into English of moderately difficult prose or poetry. (3) Translation into Italian of easy connected prose or an original composition in Italian upon a subject involving the use of simple vocabulary and idiom.

The Aim of the Instruction. — At the end of the intermediate course the pupil should be able to read at sight ordinary Italian prose or simple poetry, to translate into Italian a connected passage of English based on the text read, and to answer questions involving a more thorough knowledge of syntax than is expected in the elementary course.

The Work to be Done. — This should comprise the reading of from 400 to 500 pages of Italian of ordinary difficulty, a portion to be in the dramatic form; constant practice in giving Italian paraphrases, abstracts, or reproductions from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation.

Suitable texts for the third year are: Stories, plays, and history by different authors; Bergen and Weston, *An Italian Reader of the 19th Century Literature*; Bowen, *Italian Reader*; Fogazzaro, *Peregrinatus*; Giacosa, *Una partita a scacchi*; Manzoni, *I promessi sposi*; E. H. Wilkins and Altrocchi, *Italian Short Stories*; E. H. Wilkins and Marinoni, *L'Italia*.

LATIN

(For Comprehensive Examination, see page 50)

Elementary

NOTE. — Candidates may offer two, three, or four units. Second year Latin alone will count as two units; second year with sight translation of either prose or verse (third year work) as three units; sight translation of prose and verse and advanced prose composition (third and fourth year work) as four units.

The entrance examinations in Latin are entirely at sight. Candidates are recommended to take the comprehensive examinations, but they may receive permission upon application to substitute the separate examinations of the College Entrance Examination Board in Latin Cp. 2 (second year Latin — if offering less than four units), *p* (sight translation of prose), *q* (sight translation of poetry), and 6 (advanced prose composition). The examinations of Columbia University will also offer an opportunity to divide the Latin tests in this way.

Amount and Range of the Reading Required

1. The Latin reading required of candidates for admission to College, without regard to the prescription of particular authors and works, shall be, for second, third, and fourth year work respectively, not less in amount than Cæsar, *Gallie War*, I–IV; Cicero, the orations against Catiline, for the Manilian Law, and for Archias; Virgil, *Æneid*, I–VI.

2. In 1927, and 1928. Cicero, *the first oration against Catiline, the oration for Archias, and the impeachment of Verres, Actio Secunda*, IV, ch. 52-60 (The Plunder of Syracuse); Virgil, *Aeneid*, III and VI; Ovid, *Metamorphoses*, Book I, 313-415 (Deucalion and Pyrrha); II, 1-328 (Phaethon); VII, 1-158 (The Golden Fleece); VIII, 616-724 (Philemon and Baucis); X, 560-680 (Atalanta's Race).

Prose Composition

The examination will demand thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose. The words, constructions, and range of ideas called for will be such as are common in the reading of the preparatory course.

MATHEMATICS

The requirements in mathematics conform in substance to the recommendations for the reorganization of the mathematical curriculum of the secondary school as contained in the report of the National Committee on Mathematical Requirements appointed in 1918 by the Mathematical Association of America.

The requirements in their present form¹ were adopted in 1923 on the recommendation of the Commission on College Entrance Requirements in Mathematics appointed by the College Entrance Examination Board in 1921.

(For Comprehensive Examination, see page 50)

Elementary (counting three units)

a. Elementary Algebra (counting two units).

This requirement consists of the two following requirements *ai* and *aii* combined.

i. In this requirement are included the following topics:¹ (1) The meaning, use, evaluation, and necessary transformations of simple formulas involving ideas with which the pupil is familiar, and the derivation of such formulas from rules expressed in words. (2) The graph, and graphical representation in general. The construction and interpretation of graphs. (3) Negative numbers; their meaning and use. (4) Linear equations in one unknown quantity, and simultaneous linear equations involving two unknown quantities, with verification of results. Problems. (5) Ratio, as a case of simple fractions; proportion, as a case of an equation between two ratios; variation. Problems. (6) The essentials of algebraic technique. (7) Exponents and radicals; simple cases. (8) Numerical trigonometry.

ii. In this requirement are included the following topics:¹ (1) Numerical and literal quadratic equations in one unknown quantity. Problems. (2) The binomial theorem for positive integral exponents, with applications. (3) Arith-

¹ Only an outline of the requirements is given in this document. For complete definitions, with notes for the guidance of teachers, the reader should consult Documents No. 107 and No. 108 published in 1923. These documents will be sent to any address upon receipt of ten cents a copy which may be remitted in postage upon application to the College Entrance Examination Board 431 W. 117th St., N. Y. City. A single copy of each document will be sent without charge to any teacher of mathematics.

Document No. 107 defines the requirements in Elementary Algebra, Advanced Algebra, and Trigonometry; Document No. 108, the requirements in Plane Geometry, in Solid Geometry, and in Plane and Solid Geometry.

metic and geometric series. (4) Simultaneous linear equations in three unknown quantities. (5) Simultaneous equations, consisting of one quadratic and one linear equation, or of two quadratic equations of certain types. Graphs. (6) Exponents and radicals. (7) Logarithms.

c. Plane Geometry (counting one unit).¹ The usual theorems and constructions of good text-books, including the general properties of plane rectilinear figures; the circle and the measurement of angles; similar polygons; areas; regular polygons, and the measurement of the circle; the solution of numerous original exercises, including loci problems; applications to the mensuration of lines and plane surfaces. The examination will consist partly of book propositions and partly of originals.

Advanced (counting one-half, one, or one and one-half units)

NOTE. — A candidate may offer one or more of the following subjects, each of which is equivalent to one-half unit.

b. Advanced Algebra.

In this requirement are included the following topics:² (1) Theory of equations. (2) Determinants. (3) Complex numbers (numerical and geometric treatment), simultaneous quadratics, scales of notation, mathematical induction, permutations and combinations, and probability.

d. Solid Geometry. — The usual theorems and constructions of good text-books; including the relations of planes and lines in space; the properties and measurements of prisms, pyramids, cylinders, and cones; the sphere and the spherical triangle; the solution of numerous original exercises, including loci problems; applications to the mensuration of surfaces and solids.

e. Plane Trigonometry.

In this requirement are included the following topics: (1) Definition of the six trigonometric functions of angles of any magnitude, as ratios. The computation of five of these ratios from any given one. Functions of 0° , 30° , 45° , 60° , 90° , and of angles differing from these by multiples of 90° . (2) Determination, by means of a diagram, of such functions as $\sin(A + 90^\circ)$ in terms of the trigonometric functions of A . (3) Circular measure of angles; length of an arc in terms of the central angle in radians. (4) Proofs of the fundamental formulas, and of simple identities derived from them. (5) Solution of simple trigonometric equations. (6) Theory and use of logarithms, without the introduction of work involving infinite series. Use of trigonometric tables, with interpolation. (7) Derivation of the Law of Sines and the Law of Cosines. (8) Solution of right and oblique triangles (both with and without logarithms) with special reference to the applications. Value will be attached to the systematic arrangement of the work.

MUSIC (counting one unit)

NOTE. — The candidate may offer either *a* or *b*.

a. Musical Appreciation (counting one unit)

The candidate is expected to have:

1. A general knowledge of the principal musical forms — song, classic dance, fugue, sonata (all movements), symphony — and of their historical development.

¹ See footnote on page 43.

² A more detailed statement of the requirement, with notes for the guidance of teachers, is contained in Document No. 107.

2. A general knowledge of the lives and environments of at least ten composers, including Bach, Mozart, Beethoven, Schubert, Chopin, and five of the following: Handel, Gluck, Haydn, Weber, Mendelssohn, Schumann, Wagner, Bizet, Franck, Verdi, Brahms, Rimsky-Korsakov, Tchaikowsky, Debussy, Grieg, MacDowell.

3. ¹ Familiarity with certain designated works: *Bach*, Prelude II and Fugue II, Book I, Well-Tempered Clavichord, Gavotte from Sixth English Suite; *Handel*, The Hallelujah Chorus; *Haydn*, Slow Movement from 'Emperor' Quartet (op. 76, No. 3); *Mozart*, Symphony in G Minor (entire); *Beethoven*, Sonata (op. 31, No. 3 entire), Slow Movement from Second Symphony, First Movement from Seventh Symphony; *Schubert*, First Movement from Unfinished Symphony, Song 'The Erl-King,' Song, 'Hark, Hark, the Lark'; *Mendelssohn*, Overture to 'Midsummer Night's Dream'; *Chopin*, Ballade (op. 47), Polonaise (op. 26, No. 1), Nocturne (op. 37, No. 2); *Schumann*, Allegro from Faschingsschwank (op. 26, No. 1), Song, 'Im wunderschönen Monat Mai.'

In the examination in (3) the candidate will be expected to identify characteristic portions of the works set, when played by the examiner, and to give intelligent information concerning the form and character of the works themselves. The test will not require ability to perform or to read from printed music.

b. Harmony (counting one unit)

The candidate should have acquired:

1. The ability to harmonize, in four vocal parts, simple melodies of not fewer than eight measures, in soprano or in bass — these melodies will require a knowledge of triads and inversions, of diatonic seventh chords, and inversions, in the major and minor modes; and of modulation, transient or complete, to nearly related keys.

2. Analytical knowledge of ninth chords, all non-harmonic tones, and altered chords (not including augmented chords). (Students are encouraged to apply this knowledge in their harmonization.)

It is urgently recommended that systematic ear-training (as to interval, melody, and chord) be a part of the preparation for this examination. Simple exercises in harmonization at the pianoforte are recommended. The student will be expected to have a full knowledge of the rudiments of music, scales, intervals, and staff-notation, including the terms and expression marks in common use.

PHYSICS (counting one unit)

The candidate should be familiar with the elementary principles of physics and some of their practical applications and should be able to solve simple numerical problems. The preparation of the candidate should include:

(a) The study of one of the standard text-books in use in secondary schools.

(b) Instruction by lecture-table demonstrations in which the phenomena of physics are shown and the principles qualitatively illustrated.

(c) Individual laboratory work, comprising at least thirty exercises. A suitable selection of experiments may be made from the list published by the College Entrance Examination Board.

¹ The examination in (3) will be held only in September and will be open only to candidates who have passed the examinations in (1) and (2).

A teacher's certificate of laboratory work must be presented. (See page 50.) *The candidate must be prepared to submit an indexed note-book of her laboratory work, in case the rest of her record in the subject, including the certificate, is not fully satisfactory.*

PHYSIOGRAPHY (counting one unit)

NOTE. — This is identical with the subject called Geography by the College Entrance Examination Board.

The candidate's preparation in physiography should include the study of one of the modern text-books by Davis, Tarr, Dryer, or Gilbert and Brigham, together with an approved laboratory and field course of at least forty exercises actually performed by the candidate. Each division of the subject should receive approximately the same proportion of attention in the laboratory as in the class-work. It is suggested that the exercises be divided somewhat as follows: Earth as a Globe, 5; Ocean, 5; Atmosphere, 12; Land, 18.

A teacher's certificate of laboratory work must be presented. (See page 50.) *The candidate must be prepared to submit an indexed note-book of her laboratory work, in case the rest of her record in the subject, including the certificate, is not fully satisfactory.*

SPANISH

(For Comprehensive Examination, see page 50)

a. Elementary (counting two units)

The Aim of the Instruction. — At the end of the course, the pupil should be able to pronounce Spanish accurately, to read at sight easy Spanish prose, to put into Spanish simple English sentences taken from the language of everyday life, or based upon a portion of the Spanish text read, and to answer questions on the rudiments of the grammar, as defined below.

The Work to be Done. — During the first year the work should comprise: (1) careful drill in pronunciation; (2) the rudiments of grammar, including the conjugation of the regular and the more common irregular verbs, the inflection of nouns, adjectives, and pronouns, and the elementary rules of syntax; (3) exercises containing illustrations of the principles of grammar; (4) the reading and accurate rendering into good English of from 100 to 175 duodecimo pages of graduated texts, with translation into Spanish of easy variations of the sentences read; (5) writing Spanish from dictation.

During the second year the work should comprise: (1) the reading of from 250 to 400 pages of modern prose from different authors; (2) practice in translating Spanish into English, and English variations of the text into Spanish; (3) continued study of the elements of grammar and syntax; (4) mastery of all but the rare irregular verb-forms and of the simpler uses of the moods and tenses; (5) writing Spanish from dictation.

Suitable texts for the second year are: Valera's *El pájaro verde*; Alarcón's *El capitán Veneno*; Valdés's *José*; Padre Isla's version of *Gil Blas*; Carrión and Aza's *Zaragüeta*; Ford, *Spanish Fables in Verse*; Morrison, *Tres comedias modernas*.

b. Intermediate (counting one unit)

b. Grammar, Reading, and Intermediate Prose Composition: (1) The principles of Spanish grammar in their application to ordinary prose; (2) interpretation by means of paraphrase, synonymy, or translation into English of mod-

erately difficult prose or poetry, recent or classical; (3) translation into Spanish of easy connected prose or the original composition in Spanish of a simple passage.

The Aim of the Instruction. — At the end of the intermediate course the pupil should be able to read at sight ordinary Spanish prose or simple poetry, to translate into Spanish a connected passage of English based on the text read, and to answer questions involving a more thorough knowledge of syntax than is expected in the elementary course.

The Work to be Done. — This should comprise the reading of from 400 to 600 pages of Spanish of ordinary difficulty, a portion to be in the dramatic form; constant practice in giving Spanish paraphrases, abstracts, or reproductions from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation.

Suitable texts for the third year are: Benavente, *Tres comedias*; Moratín, *El sí de las niñas*; Galdós, *Doña Perfecta*; Valdés, *La hermana San Sulpicio*; Becquer, *Legends, Tales and Poems*.

Advanced (counting one unit)

The Aim of the Instruction. — At the end of the advanced course the pupil should be able to read at sight any modern Spanish prose or verse in which there is no technical vocabulary; to write a short essay in Spanish on some subject connected with the works read; to translate into Spanish a passage of easy English prose; and to carry on a simple conversation in Spanish.

The Work to be Done. — This should comprise the reading of at least 500 pages of modern and classical Spanish; the writing of numerous themes in Spanish; and the study of the finer points of syntax.

Suitable texts for the fourth year are: Alarcón, *El niño de la bola*; Blasco Ibáñez, *La barraca*; Calderón, *La vida es sueño*; Cervantes, *Don Quijote*; Espronceda, *El estudiante de Salamanca*; Galdós, *Electra*; Hills and Morley, *Modern Spanish Lyrics*; *The Oxford Book of Spanish Verse*; Valera, *Pepita Jiménez*.

ZOÖLOGY (counting one unit)

The following outline includes the principles of zoölogy which are indispensable to a general survey of the science. It is planned for a full year's course. It is not intended to indicate order of study of the topics — this must be left to the teacher and the text-book.

1. The general natural history — including general external structure in relation to adaptations, life histories, geographical range, relations to other plants and animals, and economic relations — of common vertebrates and invertebrates so far as representatives of these groups are obtainable in the locality where the course is given. The types suggested are a mammal, bird, lizard, snake, turtle, newt, frog, dogfish or shark, bony fish, clam, snail, starfish, earthworm, planarian, hydra, sea-anemone, paramœcium. In the case of arthropods, pupils should become familiar with common crustaceans, spiders, myriapods, and insects representing at least five orders. Actual examination of common animals with reference to the above points should be supplemented by reading giving natural-history information.

It is not expected that there will be time for making extensive note-books on the natural-history work; rather will the work in this line take the form of laboratory demonstrations. So far as time permits, drawings and notes should be made. The note-book mentioned below should contain at least drawings

on the external structure of four animals not studied under Section 3, preferably two insects, a mollusk, and a second vertebrate.

2. The classification of animals into phyla and leading classes (except the modern subdivisions of the worms) and the great characteristics of these groups—in the case of insects and vertebrates the characteristics of the prominent orders. The teaching of classification should be by practical work so as to train the pupil to recognize animals and to point out the chief taxonomic characteristics. The meaning of species, genera, and larger groups should be developed by constructive practical work with representatives of insect or vertebrate orders.

3. The general plan of external and internal structure, not the anatomical minutiae, of one vertebrate (preferably frog or fish) in general comparison with the human body; an arthropod (preferably a decapod); an annelid (earthworm or *Nereis*); a coelenterate (hydroid, hydra, or sea-anemone); a protozoön (a ciliate, and amoeba when possible). In place of any of the above types not locally available there may be substituted a second vertebrate, an insect, a mollusk, or an echinoderm. Tissues, the study of which is recommended as optional,¹ should be examined first with the unaided eye, in such structure as a frog's leg, and then with a microscope to demonstrate the relation of cells and intercellular substance in epithelium and cartilage and if possible, in other tissues. The functions of the chief tissues and their positions in the body of a vertebrate should be pointed out.

4. ¹(a) The general physiology of the above types, involving the essentials of digestion, absorption, circulation (respiration), cell-metabolism, secretion, excretion, and nervous functions. This should apply comparatively to the essentials of elementary work in human physiology. Demonstrations and experiments, such as are suggested in high school text-books on human physiology, should be introduced, or recalled if not previously well presented in elementary physiology, in connection with discussion of the chief functions. As far as practicable structure and function should be studied together.

(b) Comparison of the general life-processes in animals and plants (in connection with botany if zoölogy is first studied).

5. The very general features of a sexual reproduction of a protozoön (preferably *Paramæcium*); alternation of generations in hydroids; reproduction and regeneration of *Hydra*; the very general external features of embryological development in a fish or frog; and (optional) the general cellular nature (not centrosomes and the like) of germ-cells, fertilization, and cell-division in developing eggs should, as far as possible, be demonstrated and briefly described. Also, the most interesting features of development should be pointed out in the case of other animals studied.

6. The prominent evidence of relationship suggesting evolution, within such groups as the decapods, the insects, and the vertebrates, should be demonstrated. A few facts indicating the struggle for existence, adaptation to environment, variations of individuals, and man's selective influence should be pointed out; but the factors of evolution and the discussion of its theories should not be attempted.

7. (Optional.¹) Some leading facts regarding the epoch-making discoveries of biological history and the careers of such eminent naturalists as Darwin, Huxley, Pasteur, and Agassiz should be presented.

The above outline of a course in general zoölogy should be developed on the basis of a course of laboratory study guided by definite directions. This should be supplemented by the careful reading of at least one modern elementary text-

¹ Topics marked 'optional' are regarded as desirable for the best high school zoölogy, but will not be required in examination.

book in general zoölogy. At least two-thirds of the time should be devoted to the practice studies of the laboratory. If good nature studies have not preceded the course in high school zoölogy, pupils should be encouraged to do supplementary work in the line of natural history. A note-book with carefully labeled outline drawings of the chief structures studied anatomically (Section 3) and the drawings mentioned under natural history (Section 1) and with notes on demonstration and in explanation of drawings, with dates and an index, must be submitted. It will be graded as one-third of the examination.

A teacher's certificate of laboratory work must be presented. (See page 50.) *The candidate must be prepared to submit an indexed note-book of her laboratory work, in case the rest of her record in the subject, including the certificate, is not fully satisfactory.*

DESCRIPTION OF COMPREHENSIVE EXAMINATIONS

English. — The purpose of this examination will be to test the ability of the candidate to write clearly and correctly, and to show that she has read, understood, and appreciated a sufficient amount of English literature. The paper will contain some questions that cannot be answered except by candidates who are able to apply what they have learned to the solution of unexpected problems. Success in the examination will not necessarily depend upon a knowledge of the subject-matter of the particular books prescribed in the 'Uniform Entrance Requirements in English' (see page 34), though no candidate who has been intelligently prepared under these requirements should find herself at any disadvantage.

French. — The examination will be adapted to the proficiency of those who have studied French in school for two, three, or four years.

The paper will include passages of French prose or verse or both of varying degrees of difficulty to be translated into simple and idiomatic English. It will also contain passages in English of varying degrees of difficulty to be translated into French, and questions on grammar. Opportunity will be given to those who have had special training in French to show their ability to express themselves in that language.

German. — The examination will be adapted to the proficiency of those who have studied German in school for two, three, or four years.

The paper will include passages of German prose or verse or both of varying degrees of difficulty to be translated into simple and idiomatic English. It will also contain passages in English of varying degrees of difficulty to be translated into German, and questions on grammar. Opportunity will be given to those who have had special training in German to show their ability to express themselves in that language.

Greek. — The examination will be adapted to the proficiency of those who have studied Greek in a systematic school course of five exercises a week, extending through two or three school years.

The paper will include passages of simple Attic prose and of Homer to be translated at sight, and questions, based upon these passages, to afford the candidate means of showing her mastery of the ordinary forms, constructions, and idioms of the language. The paper will also include passages in English to be turned into Greek, and questions on prosody, on the Homeric poems, and on Homeric life.

Latin. — The examination will be adapted to the proficiency of those who have studied Latin in a systematic school course of five lessons each week, extending through two, three, or four years.

The paper will include passages of Latin prose and verse of varying degrees of difficulty to be translated at sight, and passages for Latin composition of varying degrees of difficulty. Accompanying the different passages set upon the paper will be questions on forms, syntax, and the idioms of the language, as well as questions on the subject-matter, literary and historical, connected with the authors usually read in schools.

Each candidate will choose those parts of the paper which are designed to test such proficiency in the language as may properly be acquired in two, three, or four years' study; but a candidate who has studied Latin four years may not select the more elementary parts of the paper. The proper parts will be indicated on the examination paper.

Mathematics. — The examination will be adapted to the proficiency of those who have had not less than the usual school course in Elementary Mathematics, comprising Algebra through Quadratics and Plane Geometry. There will be two papers, one for those who have had no instruction beyond Elementary Mathematics and one for those whose instruction has gone farther.

Spanish. — The examination will be adapted to the proficiency of those who have studied Spanish in school for two, three or four years.

The paper will include passages of Spanish prose or verse or both of varying degrees of difficulty to be translated into simple and idiomatic English. It will also contain passages in English of varying degrees of difficulty to be translated into Spanish, and questions on grammar. Opportunity will be given to those who have had special training in Spanish to show their ability to express themselves in that language.

NOTE-BOOKS, DRAWINGS, ETC.

Each candidate must present at the time of examination a certificate from her teacher certifying that the laboratory requirements in each science offered by the candidate have been complied with. A statement of the laboratory requirements in the several sciences will be found in the preceding pages. This regulation applies also to drawing. In all doubtful cases the candidate will be required to submit a laboratory note-book. *This regulation applies to candidates using College Entrance Examination Board, Columbia University, State Education Department, or any other entrance examinations.*

Blank forms may be obtained on application to the Secretary to the Committee on Admissions of the College.

REGISTRATION

Registration. — Before attending any University exercise each student shall comply with the regulations in regard to registration and payment of fees. She shall present herself in person at the office of the Registrar and shall there file a registration blank giving such information as may be required for the College records.

Every new student shall also at the time of registration file a statement of the courses which the Committee on Instruction has authorized her to pursue. Students already in College shall give notice of their choice of elective courses for each session to the Registrar on dates to be announced from time to time by the Committee on Students' Programs.

The office of the Registrar will be open for registration on Friday, Monday and Tuesday, September 21, 24 and 25, 1928, and on Tuesday, February 5, 1929. New students may register also on Wednesday, September 26, 1928.

Students registering late are charged an additional fee of \$6 and are held accountable for absences thus incurred.

Each student who holds a scholarship shall present her scholarship certificate to the Bursar *at the time of registration*.

Each person whose registration has been completed will be considered a student of the University during the period for which such registration is held valid. No student registering in Barnard shall at the same time be registered in any other school or college, either of Columbia University or of any other institution, without the consent of the Dean.

Withdrawal.—An honorable discharge will always be granted to any student in good academic standing, and not subject to discipline, who may desire to withdraw from the College, but no student under the age of twenty-one years shall be entitled to a discharge without the assent of her parent or guardian furnished in writing to the Dean. Students withdrawing are required to notify the Registrar. Application for the return of fees must be made in writing at the time of withdrawal.

GENERAL STATEMENTS REGARDING FEES AND THE REGULATIONS GOVERNING THEIR PAYMENT

All fees are payable semi-annually in advance at the Bursar's Office, and no reduction is made for late registration. Under the regulations, the privileges of the College are withheld from any student delinquent in the payment of her fees.

The fees to be paid by students are subject to change at any time at the discretion of the Trustees.

The registration fee must be paid at the time of entrance. No official record of a student's attendance can be noted until this fee has been paid.

Checks in payment of all fees, including those for charges in the Residence Halls, should read "Pay to the order of Barnard College."

No application for a return of fees can be considered unless made in writing at the time of withdrawal.

FEES

Registration Fee , payable at the beginning of each session	\$10.00
This fee is never refunded.	
Late Registration Fee (see p. 51)	\$ 6.00
Tuition per point except in cases where a special fee is fixed for a particular course	\$10.00

Students in the special Honors Course are charged at the rate of \$150.00 for each session.

After the last day of the period provided for change of course (the second Saturday of each session), no tuition fees will be returned for any course which the student may for any reason discontinue. Exception to this rule may be made only in cases of total withdrawal from the College, when a pro rata return of fees may be authorized by the Registrar. When a rebate is allowed for withdrawal from the College, such rebate will be reckoned from the day upon which the Registrar receives notice from the student.

Student Activities Fee. \$ 3.00
For all regular and unclassified students in the College for each winter or spring session or any part thereof.

Examination Fee, payable in each case before the examination is held:
For entrance (see p. 23) for each series \$ 6.00
For late application \$ 6.00
For deficiency and for special examinations \$ 6.00
 with a maximum fee for examinations in a single series of . . . \$30.00
(A special or deficiency examination is one taken at any time other than at the conclusion of a course actually attended, whether taken prior or subsequent to admission)
For the degree \$20.00
 This fee is never refunded.

Deposits for the use of apparatus, material, and the like, are required in
Chemistry 63, 64, each course \$10.00
Chemistry 41, 42, 65, 66, each course \$12.50
Chemistry 42a, 105, 106, 145, 146, 157, 158, each course \$15.00

FEES OF STATE SCHOLARS

Each State Scholar should file at the Office of the Bursar *on the day of registration* the notice which she has received from Albany stating that a State Scholarship has been awarded to her. On the basis of this official notice she is entitled to a credit of \$50 a session.

A State Scholarship Certificate for each of these students is then sent from Albany to the Bursar, who records all necessary information and forwards the certificate to its owner. This certificate need not be presented again at the Bursar's Office.

DEPOSITORY FOR STUDENTS' FUNDS

For the convenience and protection of students while in residence at the University, the Bursar of Columbia University in Room 310 University Hall is prepared to receive funds for deposit, subject to the printed rules and regulations, copies of which may be obtained at his office upon request. There is no charge for this service other than the exchange on out-of-town checks and drafts.

Personal checks will not be cashed by the University or credit allowed until the money has actually been received from the bank on which the check is drawn. New York drafts, money orders, and travellers' checks may be deposited for collection and withdrawals allowed when the cash is received. Students should provide themselves preferably with money orders, bank drafts on New York or travellers' checks for the amount of their expenses, and are advised to open an account with the University on registration.

DORMITORY FEES

Deposit	\$25.00
Payable in advance to secure assignment of room and credited on payment of rent	
Board	\$300.00
Payable in two equal instalments in advance, on or before taking possession of room, and on February 1	
Rent	
Payable in two equal instalments in advance, on or before taking possession of room, and on February 1	
Single rooms in Brooks Hall (a few with private bath)	\$175-600
Double rooms in Brooks Hall for each student	\$160
Single rooms in Hewitt Hall	\$175-300
Double rooms in Hewitt Hall, for each student	\$160
Suites in Hewitt Hall (two rooms and bath) for each student . .	\$400-575
<i>Various scholarships ranging in value from \$50.00 to \$700.00 are available for students in need of assistance (see page 66)</i>	

ESTIMATED NECESSARY EXPENSES

- Board and room \$460-900 for the academic year.
- Registration fee, \$20.
- Annual tuition fee, \$300.
- Student Activities Fee, \$6.
- Text-books, from \$10 to \$20 each year.
- Gymnasium costume, averaging \$12.
- Final examination for the degree, \$20.

THE PROGRAM OF STUDIES

Upon satisfactory completion of a program arranged on one of the plans to be described below (pages 54-57), the student is recommended by the Faculty of Barnard College to the Trustees of Columbia University for the degree of Bachelor of Arts. Diplomas are issued only at Commencement and in February and in October upon the completion of the requirements for the degree.

The requirement for graduation is 120 points, exclusive of English C and the prescribed work in physical education. The term point usually signifies the satisfactory completion of work requiring attendance at class, one hour, or in the laboratory, two hours, a week during a winter or spring session.

A. THE REQUIREMENTS FOR CANDIDATES ENTERING AS FRESHMEN
IN SEPTEMBER 1926 AND THEREAFTER

In constructing the new curriculum the Faculty was guided by the following general principles:

- 1. Each student should possess certain fundamental tools, useful for successful work in any field, — that is, a command of written and spoken English, the ability to read at sight with ease at least one foreign language, a healthy body, and a knowledge of hygiene.
- 2. Beyond those needed to give these fundamental tools it is not desirable to prescribe any specific courses or subjects.
- 3. Each student should be required to concentrate her work sufficiently to gain a fairly thorough knowledge of one subject.
- 4. Each student should be required to distribute her work sufficiently to gain some insight into the other main divisions of human thought.

To carry out these general principles, the following specific requirements and regulations were adopted:

Specific Prescriptions

English A	6 points
English C	$\frac{1}{2}$ or $2\frac{1}{2}$ points
Hygiene A	2 points
Physical Education A, B, C, and D.	

Ability to read at sight with ease one of the following languages: French, or German, or Greek, or Latin.¹ This requirement should be satisfied as early as possible in the college course and must be completed before the end of the junior year.

All other work is elective but must include

A major subject of 28 points.

The major must be comprised of work of not less than grade C in some one subject in some one department. It must meet the requirements laid down by the department concerned and announced at the head of the departmental statements on pages 80-124.

Courses amounting to not less than 14 points from each of the following groups other than the one in which the major lies. These may be elected without restriction excepting that in

- (a) Group I, the 14 points may include (1) not more than one elementary course in ancient foreign languages and (2) no first-year course in modern foreign languages.
- (b) Group II, 8 of the 14 points must be in one of the following laboratory sciences: botany, chemistry, geology, physics, experimental psychology, or zoölogy.

¹ In individual cases, by special permission of the Committee on Instruction, Italian or Spanish may be substituted for one of these languages.

- Group I. Languages, Literatures and other Fine Arts:
Ancient Art, Classical Literatures (in translation), English, Esthetics (Department of Philosophy), Fine Arts, French, German, Greek, Italian, Latin, Music, Romance Philology, Spanish.
- Group II. Mathematics and Natural Sciences:
Anthropology, Astronomy, Botany, Chemistry, Geography, Geology, Mathematics, Mineralogy, Physics, Psychology (excepting Introductory Psychology), Zoölogy.
- Group III. Social Sciences:
Anthropology, Classical Civilization, Economics, Education, Geography, Government, History, Philosophy, Introductory Psychology, Religion, Sociology.

B. FOR CANDIDATES WHO ENTERED AS FRESHMEN AT BARNARD
OR ELSEWHERE PRIOR TO SEPTEMBER 1926

1. Specific Courses Prescribed

English A	6 points
English C	$\frac{1}{2}$ or $2\frac{1}{2}$ points
History A	6 points
Mathematics A	6 points
Philosophy A ¹	3 points
Psychology A ¹	3 points
Economics A	6 points
Zoölogy C	1 point
Physical Education A, B, C, and D.	

II. Subjects Required Without Prescription of Specific Courses

- A Major Subject of at least 24 points of not less than grade C must be taken in some one subject under some one department. The major may include all courses except English A, English C, French 1a-2a, German 1-2, Italian 1a and Spanish 1a.
- A Minor Subject of at least 12 points. The minor may include all courses except English A, English C, French 1a-2a, German 1-2, Italian 1a, and Spanish 1a.

The Classical Requirement

All students who have entered on 2 or more units of Latin or Greek are required to take at least 6 points of Latin or Greek language, classical literature (in translation), classical civilization, ancient history, or ancient philosophy.

All students who have offered neither Latin nor Greek at entrance are required to take Latin 1-2 (8 points), or Greek 1-2 (8 points), or 12 points in classical literature (in translation), classical civilization, ancient history, or ancient philosophy.

¹Unless Philosophy 61-62, 6 points, is substituted in the junior or senior year for Philosophy A or both Philosophy A and Psychology A.

The Foreign Language Requirement

All students for the degree must, *before the beginning of the senior year*, satisfy the following requirements:

They must demonstrate to the Department of Romance Languages or to the Department of Germanic Languages (a) their ability to read at sight either French prose or German prose of ordinary difficulty and (b) their ability to understand spoken French or spoken German and use the language in expressing connected ideas. Ordinarily work equivalent in difficulty to French 3-4 or German 5-6, with practice in writing and speaking the language, should enable students to pass this test.

As a rule the departmental test prescribed under this requirement will take the form of an oral examination in translation at sight. It may be taken during the month of March or the month of November *before May 1 of the junior year*. *Only four trials in either language are allowed*.

In addition to the foregoing requirement, students must have such sound acquaintance with one other foreign language, ancient or modern, as would be equivalent to not less than three entrance units in the language, such proficiency to be determined by entrance examinations, by special tests, or by specific college courses, recommended for that purpose by the departments concerned under the approval of the Faculty.

The Natural Science Requirement

At least 8 points in one of the following natural sciences: botany, chemistry, geology, physics, experimental psychology, or zoölogy.

The Fine Arts Requirement

At least 6 points in literature (in any language), music, architecture, or fine arts courses. English A and C, the elementary language courses (such as French 1a-2a), linguistic courses (such as English 41) and composition courses (such as Latin 19-20) do not count toward these 6 points.

III. Program of Studies for the Degree of Bachelor of Arts with the Certificate in Science or Mathematics

Candidates for the degree of Bachelor of Arts who desire to specialize in the natural sciences or in mathematics may elect the foregoing program of studies with the modifications given below. For the satisfactory completion of the specified requirements they will receive on graduation a certificate which will indicate the nature of the program of studies pursued.

This program of studies is the same as the foregoing program, except in the following specific respects:

A Major Subject¹ of at least 28 points of not less than grade C in one of the following natural sciences: astronomy, botany, chemistry, geography, geology, mineralogy, physics, experimental psychology, and zoölogy, or in mathematics, and

¹ Zoölogy C may not be counted as part of a major, or a minor subject, or of the grouped work amounting to 60 points.

Two Minor Subjects¹ of at least 12 points each, one of which must be allied to the major, both to be chosen from the foregoing list. Anthropology may also be taken as a minor subject.

Additional Grouped Work¹ in science, or in mathematics, or in science and mathematics, so as to make a total of at least 60 points in science, or in science and mathematics.

DEGREE WITH HONORABLE MENTION

Degrees with honorable mention will be awarded to students in the regular course who have had honorable mention for general excellence at the end of each academic year.

THE HONORS COURSE LEADING TO THE DEGREE OF BACHELOR OF ARTS WITH HONORS IN SPECIAL SUBJECTS

The Honors Course has been arranged for exceptionally well equipped students with a pronounced interest in some one subject. It offers to these an opportunity to do more intensive and better work than the ordinary students, to have more chance for independent study, and at the same time more individual conferences with the professors in their major department. It gives them also the opportunity of attaining, by successful completion of this course, high academic honor.

Entrance into the course is optional with those students who are eligible.

Eligibility. — Students who have completed 60 points of work with 75% of grade A and B are eligible as candidates for the Honors Course. The names of students who would be eligible for the course on this basis, providing the quality of work is sustained until the end of their sophomore year, will be posted during the third week in March. Students who wish to apply for the course should do so to the Committee on Honors by April 10. Admission to the course will be subject to the approval of the department in which the student elects to work.

In special cases permission will be given to enter the course in the middle of the junior year, providing similar conditions of eligibility are met.

A student whose name is not on the eligible list may be recommended as a candidate for the Honors Course by any department in which she is doing work of conspicuous excellence and promise. Subject to the approval of the Committee on Honors, such students shall be admitted to the Honors Course.

Supervision — Prescription — Exemption. — After a student has been admitted to this course the appropriate department takes charge of her work and, subject to the approval of the Faculty, arranges the curriculum to be pursued for a degree with honors in her special subject. A sound reading knowledge of French and German is required before graduation, except in the departments

¹ See footnote on page 56.

of modern foreign languages, which may substitute other modern languages at their discretion.

At the end of the junior year, if Honors students have not done thoroughly satisfactory work, the Committee on Honors will recommend that they return to the usual course of study.

In the senior year all regular examinations in the major subject are omitted, examinations in other subjects being at the option of the major department, and at the end of the year the student takes a comprehensive examination in her subject. Students who pass the comprehensive examination with high standing are recommended for the degree with honors in their respective subjects. If the examination is passed only moderately well, the student will receive the degree but without honors.

Honors students are exempted from the technical requirements of 120 points, from the usual regulation of class attendance, which in their cases will be under the direction of their major departments, and in their senior year from the customary system of grading. Honors students are not exempted from the supervision of the Department of Physical Education.

For special requirements see the various departmental statements, pp. 80-124.

PROGRAM FOR STUDENTS ADMITTED BY TRANSFER FROM OTHER COLLEGES

Students transferring to Barnard College with sufficiently good records from other colleges where they entered prior to September 1926 will be held to the requirements for the degree outlined on page 55 but may, subject to the approval of the Committee on Instruction, be exempt from courses specially prescribed by Barnard for the year or years immediately preceding their entrance into Barnard, though not from the major or the language requirement. Such students, if sufficiently able, are eligible for the special Honors Course described above (p. 57). Such students are also eligible for transfer to professional schools under the regulations described below (p. 59).

The administration of the foregoing provision will be in accordance with the following principles and rules:

1. Such students should have completed at entrance or at other colleges the equivalent of the entrance requirements to Barnard College, as may be determined by the University Committee on Admissions.
2. In general, students who have been accepted by the Committee on Admissions for entrance by transfer to Barnard College, will be admitted to the class to which their previous entrance and college record entitles them. This implies that they will ordinarily be excused from courses specifically prescribed by Barnard for the year or years immediately preceding such transfer. In all cases, however, the Committee on Transfers will determine, in conference with the student, in view of her previous academic record, her experience and maturity, her intellectual interests and professional plans, the prescribed work from which she may not be excused. In certain cases a year of probation may be required before the status of the student is exactly fixed.

PREPARATION FOR PROFESSIONAL SCHOOLS

Students who intend to transfer to professional schools are of two classes, those who leave Barnard at the end of the sophomore year, without candidacy for the Bachelor of Arts degree, and those who at the end of the junior year wish to take advantage of the 'combined course,' counting the first year of an approved professional school in place of the senior year at Barnard.

Students intending to transfer to professional schools without candidacy for the degree of Bachelor of Arts are required to take English A, English C, Hygiene A, physical education throughout their stay at Barnard, and such other courses as are appropriate in preparation for the professional school to which the transfer is to be made. (See Architecture, Business, Journalism, Medicine, p. 60.)

Students with a good record may, by special permission of the Committee on Instruction, count the first year of an approved professional school in place of the senior year at Barnard. To be eligible for this 'combined course' a student must complete at Barnard, before transferring to the professional school, 90 points of academic work including all specifically prescribed courses, the required subjects outlined under paragraph II (page 55) — except that they need complete only 18 points in the major subject, — the usual three years of physical education, and such courses as the professional school may recommend. Students entering as freshmen in September 1926 must include in their 90 points all grouped work and a major of 28 points unless this number is reduced in individual cases by special permission of the Committee on Instruction.

Students transferring to Barnard from other institutions will be granted this privilege of a 'combined course' only if they have an unusually good record, and in no case will the permission of the Committee on Instruction be given until after the student has completed at least one full year of work in Barnard College. (See Architecture, Business, Journalism, Medicine, p. 60.)

COURSES IN THE GRADUATE FACULTIES AND PROFESSIONAL SCHOOLS OPEN TO BARNARD STUDENTS

Political Science, Philosophy, and Pure Science

Certain graduate courses in Columbia University under the Faculties of Political Science, Philosophy, and Pure Science which are listed in the Barnard Announcement are open, with the consent of the department concerned and the Committee on Instruction, to specially qualified seniors and in some cases juniors. In these courses special arrangements are made for the supervision of the work of undergraduates. Since graduate work is on an entirely different basis of credit from undergraduate work, it is rarely possible for a student in Barnard College to take any graduate courses for which these special arrangements have not been made. Seniors of unusual ability may, however, be permitted in special cases to elect not more than two graduate courses.

Graduate courses, when approved by the Committee on Instruction, may be counted by an undergraduate toward the Bachelor's degree. Or, in case the student has more points than the number required for that degree, they may, under certain circumstances, be credited toward the Master's degree. For

full information concerning the content of the courses, students are referred to the appropriate University announcements mentioned at the end of the departmental statements given below.

Architecture

After two years of collegiate work in Barnard, amounting to at least 60 points' credit (exclusive of English C and physical education) and including Hygiene A, two years of college French, mathematics through solid geometry, plane trigonometry, and advanced algebra, and such other courses as may be recommended by the School of Architecture, a student may transfer without examination to the School of Architecture in Columbia University and become a candidate for the degree of Bachelor of Architecture. The course in the School of Architecture leading to this degree generally requires four years for its completion. As only a limited number of students can be accommodated, fulfillment of the requirements does not guarantee admission.

For full information, students are referred to the Announcement of the School of Architecture.

Business

After two years of collegiate work in Barnard, amounting to at least 60 points' credit (exclusive of English C and physical education), including Hygiene A, two years of English, two years of French or German or Spanish, and one year of economics, a student may transfer without examination to the School of Business in Columbia University and become a candidate for the degree of Bachelor of Science. It is also recommended that a year of work in business administration and in economic geography be completed before transfer. The course in the School of Business leading to this degree generally requires for its completion two years in addition to the two years of collegiate work in Barnard College.

For full information students are referred to the Announcement of the School of Business.

Journalism

After two years of collegiate work in Barnard, amounting to at least 60 points' credit (exclusive of English C and physical education), including Hygiene A, two years of English with regular practice in writing, one year in natural science, two years of a modern language (preferably French) in advance of the intermediate admission requirement, government or economics (both are advised), and general European or American history (both are advised), a student may transfer without examination (except in typewriting) to the School of Journalism of Columbia University and become a candidate for the degree of Bachelor of Literature. The course in the School of Journalism leading to this degree requires for its completion two years in addition to the two years of collegiate work in Barnard College.

For full information, students are referred to the Announcement of the School of Journalism.

Law

A limited number of specially qualified graduates of Barnard College are admitted to the School of Law of Columbia University. This School offers a three-year course leading to the degree of Bachelor of Laws.

For full information students are referred to the Announcement of the School of Law.

Medicine

After collegiate work of good grade at Barnard amounting to at least 72 points (exclusive of English C and physical education) and including Hygiene A, one year of physics based on entrance physics, one year of inorganic chemistry based on college entrance chemistry, one-half year of qualitative or quantitative analysis, one-half year of organic chemistry, one year of biology, two years of English, elementary and intermediate French or German or one year of French or German based on two years of entrance French or German, a student may be recommended by the Faculty of Barnard College for transfer without examination to the College of Physicians and Surgeons of Columbia University, to become a candidate for the degree of Doctor of Medicine. The course leading to this degree requires for its completion four years of study in the College of Physicians and Surgeons.

While the above courses represent the minimum requirements for admission, the authorities of the College of Physicians and Surgeons state that a collegiate course of four years leading to a Baccalaureate degree is considered the most desirable preparation. Because only a limited number of students can be accommodated, fulfillment of the requirements for entrance does not guarantee admission. The entire pre-medical record of each student is carefully examined in order that those who are adjudged most capable of meeting the exacting demands of the course and the profession of medicine may be selected.

The Barnard College regulations in regard to the amount of work which may be carried make it impossible for a student to complete the above minimum of 72 points in two years without summer session courses. The Barnard College Faculty also requires that all except students of very unusual ability take three years of pre-medical work before being recommended for transfer to the College of Physicians and Surgeons.

For full information students are referred to the Announcement of the College of Physicians and Surgeons.

Music

Courses in the history and theory of music and in composition, given at Columbia University, are open to regular students in Barnard College and may be credited toward the Barnard degree. They are described below in the departmental statement on page 110.

For full information students are referred to the Announcement of the Department of Music.

Students wishing to combine collegiate work with vocal or instrumental training may, while pursuing courses at Barnard, enroll as regular students at the Institute of Musical Art, Claremont Avenue and 122d Street. These regular

courses include ear-training, theory and lectures. They must obtain the consent of the Dean of Barnard College and of the Director of the Institute. Work at the Institute will not be counted toward the Barnard degree and must be paid for separately.

Teachers College

Certain courses in the history and theory of education and in general methods for secondary schools are given by Teachers College to regular students in Barnard College and may be credited toward the Bachelor's degree. They are described in the departmental statement on page 89.

Though the other courses in Teachers College are intended primarily for graduate students, admission to some of the courses may be granted as a special privilege to seniors in Barnard College who show in their scholarship, personality, adaptability and leadership potential teaching power. Students who desire to take these courses in the senior year should apply at the Registrar's office in Barnard College before the preceding April 1 in order that their applications may be passed on by the Dean of Barnard College and the Director of the School of Education or the School of Practical Arts of Teachers College.

Regarding the requirements for the College Graduate Professional Provisional Certificate granted by the Regents of New York or for the position of "teacher in training" in the New York City high schools, students are advised to consult the Occupation Bureau at Barnard College.

Social Work

Exceptional advantages are available for students desiring to specialize in economics, sociology and social economy, in preparation for social and philanthropic work. Besides the courses given at Barnard in economics and social science, certain graduate courses in this department of Columbia University are open, with the consent of the department and of the Committee on Instruction, to specially qualified seniors. Through an arrangement with the New York School of Social Work, certain courses in the latter institution may also be pursued, with the consent of the Department of Economics and of the Committee on Instruction, and the approval of the Director of the School, by specially qualified seniors, and counted toward the Barnard degree. The purpose of this School is to fit men and women for social service in either professional or volunteer work. By taking some of this work in her senior year a Barnard student may anticipate part of the requirements for the diploma of the School of Social Work.

GENERAL REGULATIONS REGARDING THE PROGRAM OF STUDIES, EXAMINATIONS IN COURSE, CREDIT AND ADVANCEMENT

Election of Courses. — Before final choice of elective studies, all students should consult their advisers (see p. 65), the Committee on Instruction, and, in case of any doubt, the instructors in charge of particular courses as well. Electives must be chosen on some consistent plan. Conflicts between courses

falling at the same hours are to be avoided by careful study of the Scheme of Attendance at the end of this volume, which has been drawn up with a view to making possible for every one the selection of a reasonable number of harmonious elective courses that shall not conflict in hours with each other or with prescribed courses. It often happens that some of the courses of one department form valuable supplements to certain courses of another, so that combinations of work under two or more departments are very desirable. In all such cases the best selections can be made only after consultation with officers of one or more of the departments concerned. This applies particularly to the major subject (see pp. 54-55).

The following regulations should also be borne in mind:

1. No courses other than those specified in the Announcement may be taken except by students specially qualified to pursue them with advantage and with the consent of the Committee on Instruction.

2. No combination of courses amounting to less than 12 or more than 16 points may be made in any winter or in any spring session without the consent of the Committee on Instruction.

3. No credit will be given for a one-hour course, unless it is taken in connection with and as a supplement to a cognate course.

4. No more than four hours of class work, or its equivalent in laboratory work, or seven hours of class work and laboratory work combined, may be taken on the same day.

5. Students entering with advanced standing from other colleges to which they were admitted prior to September 1926 are required to take at least 6 points of their major subject at Barnard. Transfers coming from colleges to which they were admitted in September 1926 or thereafter, will be required to take 12 points of their major at Barnard.

6. Of the points required for the degree, at least 30 must be taken while the student is registered in Barnard College, of which 30 points at least half should be taken during the senior year.

7. The election of specific courses in a summer session at Columbia University or elsewhere must be approved by the Committee on Instruction of Barnard College. No student who has received a grade of D or F during the preceding academic year will be allowed to count more than 6 points of work taken in a summer session, unless the Committee on Instruction shall otherwise decide. In no case may more than three courses or 8 points of work be counted in a summer session in any one year. No summer session course that is passed with a grade below C will be credited toward a Barnard degree.

8. Specific courses in University Extension may be credited toward the Bachelor's degree under the following regulations:

(a) The election of extension courses must be approved by the Committee on Instruction and by the Director of University Extension.

(b) Students will not be allowed to exceed a total of 16 points, including the points of extension courses, at one time, save with the special permission of the Committee on Instruction, for reasons of weight.

(c) Students desiring to count these courses toward the degree must obtain in them a grade of at least C.

Time Limit for Counting Work Toward the Degree. — All requirements for a degree must be fulfilled by the candidate within six years from the time of her first matriculation as a freshman in college, whether at Barnard or elsewhere; within four and a half years from similar matriculation as a sophomore; within three years from similar matriculation as a junior; and within one and a half years from similar matriculation as a senior. If the candidate fails to satisfy the requirements within the time here specified, she is to lose credit for all the points gained by her toward the degree unless, in individual cases, the Faculty shall otherwise direct.

Change of Program. — No change of program, either by adding or by dropping a course, may be made by a student without the written consent of the Committee on Instruction. Except on the initiative of the departments or of the Committee on Instruction, such change will be allowed *only in the ten days preceding the second Saturday of either the winter or the spring session.*

Absences. — All students are expected to attend regularly and promptly all the exercises in the courses for which they are registered. Any considerable amount of absence or tardiness will result in the lowering of a student's mark or the loss of one or more points of credit. At the end of each term each student may file in the Registrar's office, on blanks provided for that purpose, a list of her absences and tardinesses with the reasons therefor. After considering these excuses and the reports from the instructors, the Committee on Instruction will adjust marks and credits.

Stated Examinations. — Two series of examinations are held every year, one in January and the other in May. These are the only stated examinations. In 1929, the mid-year examinations begin on Wednesday, January 23, the final examinations on Monday, May 20.

Special Examinations. — Special examinations are held as follows: in the week beginning on the second Monday of the spring session of each year, and within the two weeks preceding the opening of the College in the fall.

Such examinations are open, by permission of the Committee on Instruction, to:

(a) Students who have received F (or D in excess of 6 points), provided that, in the opinion of the instructor and that of the Committee on Instruction, the term work has been good enough to make repetition in class or laboratory unnecessary. Ordinarily F (or D in excess of 6 points) in prescribed work involves repetition of the course.

(b) Students who have been absent, for imperative reasons, from the stated examination in any course provided their term work has been satisfactory.

(c) Other students, in rare instances, for reasons of weight.

In all cases application for permission to take a special examination must be made in writing.

For any such series of examinations, or any such single examination taken at any time other than the stated examination period immediately following the conclusion of the course or courses involved, a fee must be paid to the Bursar before the student is admitted to the examination (see p. 52).

Grades and Credit. — The student's performance in a course is rated according to the following grades: A, excellent; B, good; C, fair; D, poor; F, failure.

No student may count for promotion from any class to the next higher class more than six (6) points of D work or may be credited with more than six (6) points of D work during her senior year. In case more than four years is required for her degree, not more than twenty-four (24) points of D work altogether may count for the degree. Of several courses in which a student is marked D she may choose the ones to be counted.

No student will be allowed to graduate on a record that is wholly of C grade or worse; therefore, unless a student does a reasonable amount of work of a grade better than C, she may be dropped from the roll of the College.

Additional Credit for High Standing. — At the end of the winter and of the spring session, when all the reports are filed in the Registrar's office, additional credit for high standing is given as follows:

The mark A in courses aggregating 6 points of work (no course to be counted twice) entitles the student to one point of extra credit, provided she has satisfactorily completed all the work of the session, and has not fallen below the mark B in any course.

Classification of Students. — Matriculated students whose record as to entrance conditions and the completion of prescribed work is satisfactory to the Committee on Instruction, are classified as follows:

Freshmen, those who have completed less than 24 points of academic work.

Sophomores, those who have completed 24 points.

Juniors, those who have completed 54 points.

Seniors, those who have completed 86 points.

In all cases the requirements for promotion must be met in full before the beginning of the winter session.

A student who fails to meet the requirements for advancement from one class to another may, with the consent of the Committee on Instruction, remain in College and repeat the course or courses in which her deficiency exists, or, in the case of elective courses, other courses equivalent thereto in time. She may not, however, register as a non-matriculant or as a special student.

Should a student fail of advancement in two successive years, she shall be permanently dismissed from the College, unless, for reasons of weight, the Committee on Instruction shall otherwise determine.

ADVICE TO STUDENTS

The Dean is always glad to confer with a student regarding any matters that may be of interest to her. Individual instructors may also be consulted at any time by the student regarding her work in their classes.

Before planning her program for the coming year, every student should consult a member of the teaching staff, according to detailed regulations to be announced from time to time by the Committee on Instruction.

Not later than the spring session of her sophomore year, a student should consult the Occupation Bureau regarding opportunities in different occupations which may interest her and the prerequisites therefor.

SCHOLARSHIPS

Number and Value. — There are, altogether, sixty-two scholarships ranging in value from \$75 to \$700, forty-four small supplementary scholarships of \$50 each, and nine special funds for the benefit of students who need financial aid. Each scholarship consists of the income of a certain fund given to the College. Under certain circumstances, holders of scholarships which do not cover the entire tuition fee may receive supplementary grants from the special funds.

Classification. — The scholarships are of two sorts, competitive and non-competitive. Some of the competitive scholarships are awarded to entering freshmen for excellence in entrance examinations. Others are awarded to students already in Barnard for excellence in their college work. The non-competitive scholarships are awarded to students needing financial aid, and, as a rule (except in the case of the Pulitzer Supplementary Scholarships), only to those who have passed at least one year in college. They are held, unless otherwise stated, for one year only.

Conditions. — Two scholarships may not be held by the same person, unless one is a Supplementary Scholarship. Should two scholarships be assigned to the same student in one year, she must at once choose which she will retain. If a student fail to maintain a grade of at least C in all courses which she pursues, or if for any other reason she show herself an unsatisfactory candidate, she shall forfeit her scholarship and, in the case of non-competitive scholarships, shall be ineligible for re-election the following term. No student with entrance conditions unremoved, or with a grade below C in the term previous to that in which she is asking for help, shall be eligible for a scholarship. If a student reside outside Brooks Hall, or Hewitt Hall, she shall not receive an award greater than \$350 for any one academic year. For competitive entrance scholarships a complete set of entrance examinations under the College Entrance Board is required. These examinations should, as a rule, be taken in June, since the scholarships are generally awarded before the beginning of the winter session; they may be taken, if the candidates so desire, in two successive Junes.

Application. — On or before the first of March of each year all applications for non-competitive scholarships, accompanied with full credentials, must be filed at the Dean's office upon special blanks to be obtained there. Candidates for the competitive scholarships to be awarded on the basis of the June examinations should, in their application to the Secretary of the College Entrance Examination Board (see p. 23), mention the Barnard scholarships for which they are competing. For the Carpentier Scholarships, the Pulitzer Scholarships, the Martha T. Fiske Scholarship, and the Jessie Kaufmann Scholarship, application must be made to the Secretary to the Committee on Admissions of Barnard College before the first of May. In order to qualify for the receipt of her stipend, the holder of a scholarship should report at the office of the Registrar not later than the first day of the academic year.

COMPETITIVE SCHOLARSHIPS

These, subject to the foregoing general regulations for scholarships, are as follows:

- * Brooklyn Scholarships (\$150 each) 12

Founded in 1895 by the Trustees of Columbia University in recognition of the gift to Columbia University by President Low of a memorial building for the University Library. They are open to students who have received their training in either the public or the private schools of Brooklyn, N. Y., and are residents of that city. Three of these scholarships will be awarded annually to qualified competitors who pass in June without conditions the best entrance examinations. They may be held for the entire college course, but a holder, while retaining the title 'Brooklyn Scholar,' may transfer the income to any properly qualified candidate from Brooklyn without having her action made a matter of public record.

150

- * Carpentier Residence Scholarships (for annual income, see below) . . . 8

Founded in 1919 with a bequest from the late Horace W. Carpentier. Eight Residence Scholarships, four of which carry an income of \$700 a year apiece, beginning in 1926, and four an income of \$400, are open to women who are not residents of New York City or its vicinity. They are awarded on the merits of entrance examinations taken under the College Entrance Examination Board and on the candidates' general character and power of leadership. The examinations may be taken, if the candidates so desire, in two successive Junes. The scholarships may be held throughout the college course, provided the recipients continue to maintain a high rank in their college work. The holders are required to reside in Brooks Hall, or Hewitt Hall, the Barnard halls of residence. One of each will be awarded each year.

700

400

- * Lucille Pulitzer Scholarships (for annual income, see below) 14

Founded by the late Joseph Pulitzer in memory of his daughter, Lucille Pulitzer.

Eight Residence Scholarships, four of which carry an income of \$700 a year apiece, beginning in 1926, and four an income of \$300, are open to women who are not residents of New York City or its vicinity. They are awarded on the same terms as the Carpentier Residence Scholarships listed above. One \$700 and one \$300 scholarship will be awarded each year.

700

300

Three New York City Scholarships are awarded to students entering the College from the city of New York who are found to have passed excellent entrance examinations and to be worthy of financial aid. They may be held for the first three years of the college course only.

N.Y. C.

300

* Open to freshmen.

comp. 2/24/21

The first (a), founded in 1899, carries an annual income of \$400 and will be awarded in 1930, 1933, and corresponding years.

The second and third, given in 1903, carry annual incomes of \$325 each; (b) will be awarded in 1928 and 1931, (c) in 1929 and 1932, and corresponding years.

One Competitive Freshman Scholarship (\$300) is awarded annually on the merits of the entrance examinations and on the candidate's general character. It may be held for one year only.

Two Scholarships (\$200 each) may be awarded to students of any class who have shown exceptional scholarly ability and who are in need of assistance.

* Jessie Kaufmann Scholarship	1
The income of a fund of \$4,000.	
Founded in 1902 by Mr. Julius Kaufmann in memory of his daughter, Jessie Kaufmann. Awarded on the merits of the entrance examinations to a student who, after careful investigation, is found to have no relative able to assist her financially. It may be held for the entire college course.	
Martha T. Fiske Scholarship	1
The income of a fund of \$5,000.	
Founded in 1911 by Miss Anna E. Smith, in memory of her sister, Mrs. Martha T. Fiske-Collord. It is awarded, on the basis of scholarly ability and general character, to some deserving candidate not a resident of New York City or its suburbs, and may be held throughout the college course, provided the recipient continues to maintain a satisfactory standing.	
Eleonora Kinnicutt Scholarship	1
The income of a fund of \$5,000.	
Founded in 1911 in memory of Mrs. Francis P. Kinnicutt, who was a Trustee of Barnard College. It is awarded at the end of the freshman year to a student of exceptionally high standing, and may be held for three years, provided the recipient continues to maintain a high rank. It will be awarded in 1930 and 1933.	
Emma A. Tillotson Scholarship	1
The income of a fund of \$5,000.	
Founded in 1910 by the late Mrs. Luther G. Tillotson. It is awarded at the end of the freshman year to a student of exceptionally high standing, and may be held for three years, provided the recipient continues to maintain a high rank. It will be awarded in 1928 and 1931.	
William Moir Scholarships	2
The income of a fund of \$10,000.	
Founded in 1912 by the late Mrs. William Moir, in memory of her husband.	

* Open to freshmen.

The first (a) is awarded at the end of the freshman year to a student of exceptionally high standing who is in need of assistance, and may be held for three years, provided the recipient continues to maintain a high rank. It will be awarded in 1929 and 1932.

The second (b) may be awarded to a student of any class who has shown exceptional scholarly ability and who is in need of assistance.

NON-COMPETITIVE SCHOLARSHIPS

These, subject to the general regulations for scholarships, are as follows:

Ella Weed Scholarship	1
The income of a fund of \$3,000.	
Founded in 1895 by the pupils of Miss Anne Brown's School in memory of Miss Ella Weed, who was chairman of the Academic Committee of the Board of Trustees of Barnard College during the first five years of its existence.	
Veltin School Scholarship	1
The income of a fund of \$3,000.	
Founded in 1905 by the alumnae of Mlle. Veltin's School.	
Jennie B. Clarkson Scholarship	1
The income of a fund of \$3,000.	
Founded in 1898 by the late Mrs. W. R. Clarkson.	
Emily James Smith Scholarship	1
The income of a fund of \$3,000.	
Founded in 1899 by the late Miss Emily H. Bourne in honor of Miss Smith, then Dean of Barnard College.	
Anna E. Barnard Scholarship	1
The income of a fund of \$3,000.	
Founded in 1899 by the late Miss Emily H. Bourne in honor of Mrs. John G. Barnard.	
Brearley School Scholarship	1
The income of a fund of \$3,000.	
Founded in 1899 by pupils and former pupils of the Brearley School.	
Eliza Taylor Chisholm Memorial Scholarship	1
The income of a fund of \$3,000.	
Founded in 1901 by the Alumnae Association of Miss Chisholm's School, which Association reserves the privilege of precedence for such candidates as it may recommend.	

Graham School Scholarship	1
The income of a fund of \$3,000.	
Founded in 1907 by the Graham Alumnae Association.	
Mrs. Donald McLean Scholarship	1
The income of a fund of \$3,000.	
Founded in 1906 by the New York Chapter of the Daughters of the American Revolution. It is awarded, in conference with a representative of the Chapter, to a deserving student who agrees to pursue the study of history (chiefly that of the United States) continuously throughout her college course.	
Emma Hertzog Scholarship	1
The income of a fund of \$3,000.	
Founded in 1904 by gifts from residents of Yonkers, N. Y. It is awarded, in conference with the Faculty of the Yonkers High School, to a graduate of that school who is entering Barnard College.	
Mrs. Henry Clarke Coe Scholarship	1
The income of a fund of \$3,600.	
Founded in 1910 by the National Society of New England Women, now the New York City Colony of the National Society. It is awarded, on the nomination of the chairman of the Scholarship Committee of the New York City Colony, to a student from New England or of New England parentage, and after the award is once made the Society requires from the beneficiary full obedience to discipline and the highest ideals of scholarship. This may be awarded to an entering freshman.	
Mary Barstow Pope Scholarship	1
The income of a fund of \$4,000.	
Founded in 1913 in memory of Mary Barstow Pope, sometime teacher in Miss Chapin's School, by her friends, her fellow-teachers, and her pupils. It is open to any undergraduate of Barnard College for the whole or any part of her course, and is awarded on the nomination of a self-perpetuating committee representing the founders.	
Charles E. Bogert Memorial Scholarship, and Anna Shippen Young Bogert Memorial Scholarship	2
The income of a fund of \$10,000.	
Founded in 1913 with a bequest from the late Annie P. Burgess. They are awarded to worthy and deserving students of good Christian character who are unable to pay their own expenses.	
Martha Ornstein Brenner Scholarship	1
The income of a fund of \$4,000.	
Founded in 1915 by her friends in memory of Martha Ornstein Brenner, 1899.	

Barnard School Alumnae Scholarship	1
The income of a fund of \$4,000.	
Founded in 1916 by the alumnae of the Barnard School for Girls.	
It may be awarded to a student in any class, preference being given to nominees of the school.	
Fanny I. Helmuth Scholarship (at least \$262)	1
Established on a temporary basis by the Daughters of Holland Dames in honor of Fanny I. Helmuth. It is awarded in conference with a representative of the society to a student of Dutch descent who is in need of aid.	
Anna M. Sandham Scholarship	1
The income of a fund of \$10,000.	
Founded in 1922 with a bequest from the late Anna M. Sandham.	
Eleanor Butler Sanders Scholarship	1
The income from a fund of \$10,000.	
Founded in 1922 with a bequest from the late Henry M. Sanders.	
Scholarship in English.	1
The income of a fund of \$5,000.	
Founded in 1920 by an anonymous donor. It is awarded to a student of good standing who is specializing in English and is in need of help; with the proviso that if in any year there is no student specializing in English who stands out as particularly deserving of aid, the scholarship may be used, at the discretion of the Faculty Committee on Scholarships, to assist a student majoring in some other subject.	
Lucille Pulitzer Supplementary Scholarships (\$50 each)	44
Founded by the late Joseph Pulitzer in memory of his daughter, Lucille Pulitzer. They are awarded to worthy and needy students, and may be used to supplement larger scholarships or themselves combined into scholarships of \$100 or more. The money is applicable to tuition fees, residence fees, or, in special cases, general outside expenses.	
Augusta Larned Scholarship.	1
The income of a fund of \$10,000.	
Founded in 1924 with a bequest from the late Augusta Larned.	
Mary E. Larkin Joline Scholarship	1
With an annual value of \$300.	
Founded in 1927 with a bequest from the late Mary E. Larkin Joline.	
It is awarded to a student who is specializing in music.	

SPECIAL FUNDS FOR THE AID OF NEEDY AND
DESERVING STUDENTS

Arthur Brooks Fund.

A fund of \$5,000, given in 1897 by Miss Olivia E. Phelps Stokes as a memorial to the Reverend Arthur Brooks, D.D., Rector of the Church of the Incarnation and Chairman of the Board of Trustees of Barnard College during the first six years of its existence.

Fiske Scholarship Fund.

A fund of \$5,000, given by the late Mrs. Martha T. Fiske-Collord, the income of which is placed at the disposal of the Dean of Barnard College.

George W. Smith Scholarship Fund.

A fund of \$5,000, given in 1906 by the late Mrs. Martha T. Fiske-Collord as a memorial to Mr. George W. Smith, who was a Trustee of Barnard College. The income of the fund is placed at the disposal of the Dean of the College.

Charles Stewart Smith Scholarship Fund.

Established in 1911 in memory of the late Charles Stewart Smith, who was a Trustee of Barnard College. It provides an annual income of \$250, which is used to assist needy and deserving students.

Mary Gertrude Edson Aldrich Scholarship Fund.

A fund of \$1,000, given by Mrs. James Herman Aldrich. The income is used to assist in her senior year a student who has shown in her college life the moral qualities which go to the making of fine womanhood.

Scholarship Fund.

A fund of \$9,680, established by general subscription through the Scholarship Committee of the Board of Trustees.

Carpentier Scholarship Fund.

A fund of \$200,000, the bequest of the late Horace W. Carpentier. The income remaining after the payment of the Carpentier Residence Scholarships described on page 66 is placed at the disposal of the Dean for distribution in scholarships of varying amounts, according to the needs of deserving students.

Caroline Church Murray Fund.

A fund of \$5,000, established in 1918 by George Welwood Murray in memory of Caroline Church Murray. The income is placed at the disposal of the Dean, to be used in aid of needy and deserving students.

Irma Alexander Goldfrank Fund.

A fund of \$2,105, established in 1919 by the friends of the late Irma Alexander Goldfrank, 1908. The income is placed at the disposal of the Dean, to be used in aid of needy and deserving students.

Alumnae Scholarship Fund.

A fund of approximately \$1,400 established by the Class of 1912 at its Tenth Reunion, and subsequently increased by a legacy from the estate of Julia Ludlow Young, an alumna. The income is to be used to help needy and deserving students.

Thomas F. Clark Students' Loan Fund.

A fund of \$100,000, the bequest of the late Mrs. Fanny Foster Clark. The income is to be used to aid needy and deserving students.

STUDENTS' LOAN FUND

A Students' Loan Fund of \$11,500 is maintained by the Associate Alumnae. From this fund loans are made at a low rate of interest to students in need of financial assistance, whether for college tuition and residence fees or for outside expenses. The loans and interest are to be repaid within seven years after graduation. Under the rules of the Students' Loan Committee, no money may be granted to a freshman in her first winter or spring session; it may be granted in the second only in exceptional cases. The chairman of the Committee, to whom inquiries should be addressed, is Miss Louise Odencrantz, 510 West 123d Street, New York City.

The operation of this fund as a loan fund, as distinct from the special scholarship funds already mentioned, makes it possible to keep the capital in continuous use by successive generations of students. While the Committee does not deem it advisable to lend a very large amount to any one student, it has not found that loans of moderate size prove a burden on the borrowers. The Committee desires to make the fund as helpful as possible and wishes therefore to have students in need of assistance apply to it freely.

CAROLINE DUROR MEMORIAL GRADUATE FELLOWSHIP

Established by an anonymous donor in 1912. It is of an annual value of \$600. The holder is to pursue a year of graduate study at Columbia or any other university or college of approved standing. This Fellowship is awarded each year as an academic honor to that member of the graduating class of Barnard College, who, in the opinion of the Faculty, shows most promise of distinction in her chosen line of work. Should the recipient prove in no need of financial assistance, she may retain the title and honor but resign the income, which will then be used for other fellowships or scholarships. This Fellowship is not to be applied for, but is awarded each year as soon as possible after the mid-year examinations. Students who have graduated in February are eligible, as well as those who are to graduate in June.

MARGARET MEYER GRADUATE SCHOLARSHIP

An annual graduate scholarship of a value of \$75, established by Mrs. Alfred Meyer in 1923 in memory of Margaret Meyer Cohen of the Class of 1915, awarded annually to a member of the graduating class for training in secretarial work.

PRIZES

The following prizes are awarded annually, on the recommendation of the appropriate departments of the Faculty of Barnard College, in accordance with the special conditions named below. No prize will be awarded to any student who falls below grade C in any course during the year in which she is a competitor.

Herrman Botanical Prize. — A prize consisting of the income of a fund of \$1,000, founded by the late Mrs. Esther Herrman, is awarded annually to the most proficient undergraduate student in botany.

Kohn Mathematical Prize. — A prize consisting of the income of a fund of \$1,000, founded by Mrs. S. H. Kohn, is awarded annually to a senior for excellence in mathematics. Competitors for this prize must have pursued mathematics continuously during their college course.

The Jenny A. Gerard Medal. — The Jenny A. Gerard Gold Medal, given in 1908 by the Society of the Colonial Dames in America in memory of Mrs. James Gerard, late President of the Society, is awarded annually to the undergraduate student of American birth in Barnard College who is most proficient in American Colonial History.

Speranza Prize in Italian. — A prize consisting of the income of a fund of \$1,000, founded by a former student in memory of the late Carlo Leonardo Speranza, Instructor and Professor of Italian at Barnard from 1890 until 1911, is awarded annually to a student in Barnard College for excellence in Italian.

von Wahl Prize. — A prize consisting of the income of a fund of \$1,300, founded in 1915 in memory of Constance von Wahl, 1912, President of the Undergraduate Association, is awarded annually to a student for excellence in zoölogy, on the understanding that it is to be used to advance her knowledge in that field. If in any year no student stands out as eminently deserving of the prize, it is not awarded.

Caroline Gallup Reed Prize. — A prize consisting of the income of a fund of \$1,000, founded in 1916 by Mrs. William Barclay Parsons in memory of her mother, Mrs. Sylvanus Reed, for the recognition of special study in the subject of the origin of Christianity and early Church history, is awarded annually to the student who shows the highest excellence in this field of work. The award is made partly on the basis of an examination and partly on the basis of an essay to be handed in by May 1. A syllabus of the period to be covered may be obtained from the Chaplain of the University.

Jean Willard Tatlock Memorial Prize. — A prize consisting of the income of a fund of \$1,250, founded in 1917 by her friends in memory of Jean Willard Tatlock, 1895, is awarded annually to the undergraduate student most proficient in Latin.

The Helen Prince Memorial Prize. — A prize consisting of the income of \$1,200, founded in 1921 by Mr. Julius Prince in memory of his daughter, Helen C. Prince, of the Class of 1922, is awarded annually to an undergraduate student in Barnard College for excellence in dramatic composition.

Dean Prize in German. — A prize consisting of the income of \$1,000, one-fifth of a fund of \$5,000 established in 1925 by Mr. Edward D. Adams for the promotion of the study of German language and literature in Barnard College, is awarded annually to that member of the senior class at graduation who has throughout her course done the best work in the German language and literature.

The following prizes of Columbia University are by their terms open to students of Barnard College:

Bennett Prize. — A prize established through a gift of \$1,000 from James Gordon Bennett may be awarded by the Faculty of Political Science for the best essay upon some subject of contemporary interest in the domestic or foreign policy of the United States. The competition is open to students not holding a baccalaureate degree who pursue courses amounting to six hours a week in the School of Political Science. The subject for the essay to be handed in May 1, 1929, is: 1. "The Policy of the United States toward China 1907-1927." 2. "A Comparison of the Budget System of the Federal Government with the Budget Systems of Illinois, and Massachusetts."

The Bunner Medal. — The H. C. Bunner Gold Medal, established by the friends of the late Henry Cuyler Bunner, is awarded annually at Commencement to the candidate for a Columbia degree who shall present the best essay on an assigned subject in American literature. The award will be made by a committee to be appointed by the President. The subject for the essay to be handed in May 1, 1929, is "Social Satire in Twentieth Century American Literature."

Earle Prize in Classics. — A prize of \$50, established in memory of Mortimer Lamson Earle, Instructor in Greek in Barnard College from 1889 to 1895 and from 1898 to 1900, and Professor of Classical Philology from 1900 to 1905, is open for annual competition to all candidates for the degree of Bachelor of Arts. It is awarded partly on the basis of the regular work of the year in Greek and in Latin, partly on the basis of a special examination. The special examination covers specified portions of Greek and Latin literature, sight reading in Greek and in Latin, and prose composition in Greek and in Latin. The special subjects for 1929 are Sophocles, *Ajax*, on the basis of the edition of Jebb-Shuckburgh

(abridged). Cicero, *De Provinciis Consularibus*, on the basis of the edition of Butler and Cary.

For the award in 1929, the examination will be held in January. Students are urged to do much of their work for the examination during the preceding summer vacation.

The Caroline Phelps Stokes Prize. — The Caroline Phelps Stokes Prize of \$40 is awarded annually at Commencement to that student who, having been regularly enrolled in Columbia College or Barnard College or Teachers College as a candidate for an academic degree, for not less than two sessions, winter or spring, shall be deemed to have written the best essay upon an assigned topic bearing upon the rights of man. The subject for the essay to be handed in May 1, 1929, is: 1. "The Right of Persons Accused of Crime to Equal Opportunities for Defense." 2. "The Right of Either House of Congress to Determine the Qualifications of its Members versus the Right of a Constituency to Choose its own Representatives."

Greek Prizes. — Two Prizes, aggregating \$100 are awarded annually at Commencement to those students passing the best entrance examination in three years of Greek combined with the subsequent curricular Greek in the freshman year.

RESIDENCE HALLS

Brooks Hall and Hewitt Hall (see p. 15), the residence halls for Barnard College students, will open on Friday, September 21, 1928, and will close on Saturday, June 8, 1929. Candidates for admission or students who wish to secure accommodations in the halls during the week of the June entrance examinations or the September entrance or deficiency examinations should make arrangements directly with the Assistant to the Dean in charge of Residence Halls, not later than June 1 or September 1, respectively.

Full information in regard to the situation and cost of rooms and the advance deposit, is published in a separate pamphlet, to be had on application to the Assistant to the Dean in charge of Residence Halls. All correspondence regarding accommodations in the Halls should be addressed to the Assistant to the Dean in charge of Residence Halls, Barnard College, New York, N. Y. All checks and money orders should be made payable to the order of Barnard College. For the dormitory fees see page 53.

The post-office address for resident students is Brooks Hall, 3001 Broadway, New York, N. Y.

For regulations in regard to the residence of students who do not live in Brooks Hall or in Hewitt Hall, see page 16.

HEALTH AND PHYSICAL EDUCATION

The University Medical Officer, Dr. William H. McCastline, the College Physician, Dr. Gulielma F. Alsop, and the Head of the Department of Physical Education, Miss Agnes R. Wayman, supervise the sanitation of the college, and,

by means of lectures, required exercise, and personal advice, endeavor to promote the health of the students. Two trained nurses, and six instructors work under their direction.

Barnard Hall contains a gymnasium, swimming pool, and exercise rooms. The students have also, on Milbank Quadrangle, tennis courts and a practice field for games. Three hand ball courts have been constructed on the roof of the building, which is also provided with equipment for "moderate" games for the students physically unable to take part in more strenuous activities. Two rest rooms are reserved for the use of the students.

A physical and medical examination is required of each student upon entrance, at the end of the first year and the fourth year. Frequent medical inspections are given each student. These examinations plus a motor ability test are made the basis for determining the type of physical activity a student should take. Special remedial and corrective classes are provided for students requiring special individual attention. When necessary, recommendations are made to the Committee on Instruction regarding the student's academic program. As far as possible the work in the Department of Physical Education is conducted in the open air.

THE UNIVERSITY LIBRARY

The General Library of the University contains about 1,092,343 volumes, exclusive of unbound pamphlets and doctoral dissertations. The various departments of instruction have also special libraries in connection with their lecture-rooms and laboratories. The Avery Architectural Library, the Law Library, the Ella Weed Library of Barnard College, the Bryson Library of Teachers College, and the libraries of the College of Physicians and Surgeons and the College of Pharmacy, are all available to students of the University.

For the convenience of the undergraduates of Barnard College there is maintained in the Ella Weed Library in Barnard Hall a carefully selected collection of reference books of about 30,000 volumes.

UNIVERSITY PRESS BOOKSTORE

A University bookstore is maintained in the building of the School of Journalism under the auspices of the Columbia University Press, where officers and students may purchase books and stationery at stated discounts from list prices.

ASSEMBLY AND CHAPEL

University or College assembly is held every Tuesday at 1 o'clock. All students are expected to attend.

In St. Paul's Chapel, the chapel of Columbia University, service is held every week-day except Saturday at 12 o'clock and on Sunday afternoon at 4 o'clock. The Thursday services are especially for Barnard students. At these services attendance is voluntary.

A special University service is held in St. Paul's Chapel on the Tuesday preceding the Thanksgiving recess.

OCCUPATION BUREAU

The Occupation Bureau registers alumnae and students in search of employment or professional advancement and recommends them to employers who apply to the College.

In general, students are not advised to undertake employment during their first winter or spring session in college, since it is difficult for them to estimate at first the amount of time that can safely be spared from academic work. That is, the College prefers that they do not enter until they have funds available for the first year's expenses. After the first session or first year an able student in good health can usually arrange to spare three or four half-days a week, and can earn a part of her expenses. Summer work may also be obtained. Most unskilled student work is, however, paid at a low rate. No student who carries a full course can expect to earn all of her expenses, both tuition and living.

Both students and graduates are given as much information as possible about opportunities in different lines of work and the requirements therefor. For each student a record of scholastic achievement, rating in the entrance psychological test, extra-curricular interests and employment is kept in this office, in order that the vocational information given may be as helpful as possible. The Vocational Advisory Committee of the Associate Alumnae coöperates with the Bureau; and members of the Faculty assist students with information in regard to particular vocations.

The College keeps in touch with the Bureau of Vocational Information and the Coöperative Bureau for Women Teachers, both of New York City, of which it is a contributing member, and utilizes the information collected by them.

STUDENT ORGANIZATIONS

Under the system of self-government in use in the College, the various student organizations are supervised by the Student Council and the Representative Assembly, subject to the general approval of the Faculty. The Student Council also administers the Honor Code, in accordance with which all students on entering Barnard College agree to maintain a high standard of honor in examinations and all phases of college life.

Every regular or unclassified student is a member also of the Undergraduate Association and as such is at liberty, on payment of the student fee, to take part in all general undergraduate and class functions, to make use of all privileges of the Athletic Association, and to receive the College weekly paper, and literary quarterly. Special students may become special and associate members of the association if they so desire.

STATISTICS

	1889 to 1890	1894 to 1895	1899 to 1900	1904 to 1905	1909 to 1910	1914 to 1915	1919 to 1920	1920 to 1921	1921 to 1922	1922 to 1923	1923 to 1924	1924 to 1925	1925 to 1926	1926 to 1927	1927 to 1928
UNDERGRADUATES, REGULAR:															
Seniors . . . . .	..	9	40	83	62	*123	87	103	*72	*95	*107	*126	155	*175	*143
Juniors . . . . .	..	18	40	71	122	110	190	187	203	219	256	259	269	258	304
Sophomores . . . . .	..	18	37	75	109	191	193	174	173	168	192	234	228	245	253
Freshmen (regular)	4	26	54	110	188	240	224	222	220	270	296	271	316	313	304
Freshmen (partly regular)	10	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Unclassified students . . . . .	..	..	..	..	..	..	..	..	..	37	59	57	44	60	45
SPECIAL STUDENTS:	14	71	171	339	481	664	694	686	668	789	910	947	1011	1051	1049
Matriculated . . . . .	..	..	21	27	24	32	39	40	41	..	..	..	..	..	..
Non-matriculated . . . . .	..	..	..	..	30	32	22	22	26	33	39	33	37	35	24
Departmental (1889-1896)	22	29	..	..	..	..	..	..	..	..	..	..	..	..	..
Music students (1896-1904, 1914-15) . . . . .	..	..	41	..	..	5	..	..	..	..	..	..	..	..	..
GRADUATE STUDENTS (1890-1900)	22	29	62	27	54	69	61	62	67	33	39	33	37	35	24
TOTAL STUDENTS PRIMARILY REGISTERED AT BARNARD . . . . .	..	19	82	..	..	..	..	..	..	..	..	..	..	..	..
STUDENTS FROM COLUMBIA UNIVERSITY	36	119	315	366	535	733	755	748	735	822	949	980	1049	1086	1073
STUDENTS FROM TEACHERS COLLEGE . . . . .	..	..	..	62	59	28	80	59	*62	61	113	153	128	93	152
STUDENTS FROM SCHOOL OF PHILANTHROPY . . . . .	..	..	..	77	200	*108	38	22	31	42	54	50	49	43	42
TOTAL STUDENTS FROM OTHER PARTS OF THE UNIVERSITY . . . . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
TOTAL REGISTRATION . . . . .	..	..	18	139	259	136	118	81	93	103	167	203	177	136	194
DEGREES CONFERRED:	36	119	333	505	794	869	873	829	828	925	1116	1183	1226	1222	1267
A.B. . . . .	..	8	39	83	88	141	139	168	151	157	177	198	212	250	..
B.S. . . . .	..	..	..	..	2	8	5	2	1	..	..	..	..	..	..
A.M. (1894-1900) . . . . .	..	1	18	..	..	..	..	..	..	..	..	..	..	..	..
Ph.D. (1895-1900) . . . . .	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..

TOTAL BACHELORS' DEGREES CONFERRED 1893-1927 A.B., 3574; B.S., 77.

* The figures for seniors include students counting the first year in a professional school of the University in place of the fourth year at Barnard as follows;

1914-15	3 in Education	1923-24	2 in Journalism, 1 in Medicine
1921-22	1 in Journalism	1924-25	1 in Medicine
1922-23	1 in Journalism	1926-27	2 in Medicine
1927-28	1 in Architecture, 1 in Business, 2 in Journalism		

DEPARTMENTAL STATEMENTS

The following general regulations apply to all courses. The paragraphs on "The Program of Studies," pp. 53-57, should be carefully read.

Admission to courses depends upon completion of the prerequisites as stated for each course. In all cases the requirements as to prerequisites for any course must be completed before the beginning of the winter or of the spring session in which the course is given. Where no prerequisite is stated and where no limitation is noted, the course may be taken for a degree by any student of the college.

When an announced course has not been applied for by at least three candidates for a degree, the instructor may withdraw it.

Where the hours for laboratory work are not given either in the departmental statement or in the scheme of attendance, they must be arranged after consultation with the officer in charge of the course.

Courses designated by capital letters are prescribed under the old curriculum. Elective courses are designated by numbers, odd numbers indicating the winter session, and even numbers the spring session. A compound course is therefore designated by an odd number and the succeeding even number. The numbers from 1 to 99 inclusive are given to courses open only to undergraduates; the numbers from 101 to 199 inclusive are given to courses open to both undergraduates and graduates, the lower numbers in each case being used for the introductory courses.

A Roman numeral in parentheses after the hour indicates the section number (*e.g.*, M., W. and F. at 9 (I), at 10 (II), etc.).

In the statement of each course the prerequisites are indicated. When no department is named, it is to be assumed that the reference is to a numbered course in the same department. *No credit in points will be given for a course which is taken subsequent to the course or courses for which it is in any way a prerequisite, though not formally so announced. Courses must be taken for the credit value announced — for no more or no less.*

A hyphenated course (*e.g.*, History 1-2) is regarded as a full-year course, of which the first half is always assumed to be a prerequisite for admission to the second half, and, except for reasons of weight, and with the written consent of the instructor, no credit will be given for work dropped at the mid-years or before the completion of the course. A course of which the index signs are separated by a comma (*e.g.*, English 3, 4) is regarded as a divisible course of which the first half may be taken separately. *Admission to the second half of a divisible course is granted only when all prerequisites have been met and the written consent of the instructor obtained.*

Courses marked with an asterisk (*) are given at Columbia University (Cf. p. 59).

Courses marked with a dagger (†) are given at Teachers College. *Work at Teachers College mentioned herein may be pursued only by regularly enrolled stu-*

dents of Barnard College and only when counting for a Barnard College degree. Certain courses not here specified as being open at Teachers College may, through the courtesy of Teachers College and with the consent of the Committee on Instruction, be taken by such students.

For further detailed information in regard to topics, text-books, or methods in any particular course, students are referred to the instructors.

ANTHROPOLOGY

A major in Anthropology. — Under the new curriculum students majoring in anthropology will be required to take in

Anthropology — Courses 1, 2, or 3, 4.

Other fields — Courses will vary with the special interest of the student and must be arranged in consultation with the major department.

Honors Course (see page 57). — Candidates for a degree with honors will be required to submit a paper which is the result of research in some special subject. The comprehensive examination will include a knowledge of anthropological problems, theories and methods. Required courses will differ for individual students but the following are suggested: a reading knowledge of French and German; fundamentals of natural sciences or social sciences, or both; mathematics, preferably through integral calculus.

[1, 2 — Introduction to historical anthropology. Professors BOAS and REICHARD. 8 points.

Open to all excepting freshmen. Either half of this course may be taken separately.

The early history of mankind; the antiquity of man; the races of man; the distribution of languages; the independent development in the new world and the old; characterization of the tribes of Africa, Australia, Polynesia, Asia, prehistoric Europe and America.

Not given in 1928-29.]

Courses 1, 2 and 3, 4 are ordinarily given in alternate years.

3, 4 — Introduction to comparative anthropology. Professors BOAS and REICHARD. 8 points.

M., W. and F. at 1 and weekly visits to the American Museum of Natural History at hours to be arranged. Students who have taken either Course 1, 2 or Course 3, 4 need not repeat the Museum work for the second course but may satisfy the fourth point by reading and research.

Open to all excepting freshmen. Either half of this course may be taken separately.

Winter session: The relation between race and mental faculties; the characteristics of languages; cultural types and areas; historical influences determining cultural development; the growth of civilization; the historical development of industries, forms of art, society and religion.

Spring session: The application of anthropological data to modern social problems; the development of reason; the emotional attitudes determining behavior; the influences of patterns determining lines of thought and action; the individual and society.

107 — Traditional literature. Professor REICHARD. 3 points.

M., W. and F. at 11.

Open to juniors and seniors.

Primitive literature in the old and new worlds. Form and content of tradition: the proverb, riddle, folk tale, myth, fairy-tale, romance, adventure, novel, verse and song. Types of character and plot. Mythological styles defined.

This course aims to acquaint students with valuable material which is not generally known, rather than to develop mythological theories, although the latter will be briefly discussed.

108 — The art of primitive man. Professor REICHARD. 3 points.

M., W. and F. at 11.

Open to juniors and seniors.

Control of technique; geometrical and representative design. The evolutionary theory; art of various groups defined; the questions of rhythm and symmetry, of color and balance. Architecture: Peru, Africa and northwest coast of America. Imaginative art: poetry and song, tradition, ritual and drama.

Courses **107, 108** and **109, 110** are ordinarily given in alternate years.

[109, 110 — Primitive social life. Professor REICHARD. 6 points.

Open to juniors and seniors.

Winter session: Summary of all phases of life in several primitive groups selected to demonstrate the organization of the family, sib, totem and association; kinship and marriage customs.

Spring session: Characterization of life in selected tribes with special reference to the following problems: rank, property, wealth, inheritance, position of women, education; birth, puberty and funeral customs; political organization; the relation of the individual to his environment and comparisons between modern and primitive societies.

Not given in 1928-29.]

[111, 112 — Man and the supernatural. Professor REICHARD. 6 points.

Open to juniors and seniors.

Primitive religion: questions of taboo, ancestor [worship, the fetish, animism, shamanism, the vision, priesthood and witchcraft; deities, sacrifice and ceremonialism. Rationalistic and emotional factors in religious life. The relation of religion to art and drama. Theories of economic determinism, geographical environment and natural evolution.

Not given in 1928-29.]

More advanced courses given at Columbia University are described in the Announcement of the Division of Philosophy, Psychology and Anthropology.

ASTRONOMY

***1 — General introductory course. Professor JACOBY and Mr. ECKERT. 3 points.**

Tu. and Th. at 11, and fortnightly evening attendance in the Observatory.

***2 — Navigation. Professor JACOBY and Mr. ECKERT. 3 points.**

Tu., Th. and S. at 11.

Prerequisite, Mathematics **1, 22**, or equivalent.

Other courses given at Columbia University are described in the Announcement of the Division of Mathematical and Physical Sciences.

BOTANY

A major in Botany. — Under the new curriculum students majoring in botany will be required to take in

Botany — Courses 51-52; 53-54 or 55-56; 153 and 154 or 156, or 151-152, unless other combinations are arranged with the approval of the department.

Other fields — Chemistry — 2 years' work, if possible;

Zoölogy — 1 year's work;

A reading knowledge of a modern foreign language to be acquired before the work of the more advanced courses is undertaken.

Honors Course (see page 57). — The comprehensive examination assumes (a) a knowledge of the morphology and classification of both the higher and lower plants, anatomical and physiological botany; (b) a more thorough acquaintance with one of these branches and of a special problem in this; (c) the history and present trend of botany; (d) subjects requisite for and cognate to advanced study of the major topic.

51-52 — Principles of the morphology and physiology of plants. Professor ———, Mrs. RICHARDS, Dr. CAREY, Misses HOPPER and HAMMOND. Demonstrations to accompany lectures. 8 points.

Lectures, M. and F. at 11; demonstrations and conferences, W. at 11; and 4 hours of laboratory work, Tu. and Th., 9-12, Tu., 2-4 and Th., 1-4. A special laboratory section will be arranged for students who have passed the entrance examination in botany and wish to obtain full credit for the course.

53-54 — Comparative morphology and development of plants, study of types. Professor HAZEN. 8 or 10 points.

Tu. and Th. at 9 and 4 or 6 hours of laboratory work, Tu. and Th. in so far as possible.

Prerequisite, Course **51-52**. Not open to freshmen.

55-56 — Structure and relationship of flowering plants. Professor HAZEN. 6 or 8 points.

Hours to be arranged for 1 conference and 4 or 6 hours of laboratory work.

Prerequisite, Course **51-52**, or entrance botany.

151-152 — Bacteria and ferment fungi. Professor ———, Dr. CAREY and Miss MASON. 10 points.

M. and F. at 1 and 6 hours of laboratory work, M., 9-12, 2-5 and W., 9-12, 1-5, or hours to be arranged.

Prerequisite, two years' work in botany and some knowledge of chemistry and consultation with the instructor. Also open with the permission of the instructor to seniors who are majoring in chemistry or in zoölogy who have taken Botany **51-52** or its equivalent, and to students intending to enter the medical school. Students wishing to elect work in bacteriology in other departments of the University must consult the instructor in Course **151-152**.

153 — Physiological anatomy of vascular plants. Mrs. RICHARDS. 5 points.

Tu. and Th. at 11 and 6 hours of laboratory work, M. and Th., 1-5, Tu., 2-5, W., 9-12 in so far as possible.

Prerequisite, Course **53-54**, or **55-56** except for juniors and seniors on consultation with the instructor.

[**154 — Physiology of plants from standpoint of nutrition.** Professor ——— and Mrs. RICHARDS. 5 points.

Prerequisite, Course **153** and some knowledge of chemistry. Open to students only after consultation with the instructor.

Not given in 1928-29.]

Courses **154** and **156** are ordinarily given in alternate spring sessions.

156 — Physiology of plants from standpoint of growth. Professor ——— and Mrs. RICHARDS. 5 points.

Tu. and Th. at 11 and a minimum of 6 hours of laboratory work on M. and Th., 1-5, Tu., 2-5, W., 9-12 in so far as possible.

Prerequisite, Course **153** and some knowledge of chemistry. Open to students only after consultation with the instructor.

157 — Embryology and microscopical methods. Professor HAZEN. 4 points. Hours to be arranged for 8 hours of laboratory work with occasional lectures. Prerequisite, except for seniors, Course 153. Open to students only after consultation with the instructor.

Practice in methods of microscopical technique, with the study of the embryology of one or more types.

158 — Structure and development of Algae. Advanced course. Professor HAZEN. 1 lecture, 6 or 8 hours of laboratory work. 4 or 5 points.

Hours to be arranged.

Prerequisite, Courses 51-52 and 53-54.

159 — Structure and development of fungi. Advanced course. Professor ———. 4 or 5 points.

Hours to be arranged for 1 lecture and 6 or 8 hours of laboratory work.

Prerequisite, Courses 51-52 and 53-54.

161, 162 — Advanced physiology and morphology. Professors ——— and HAZEN and Mrs. RICHARDS.

Work will be arranged to suit the needs of the students, and credit will be given according to the amount accomplished.

Open to students only after consultation with the instructor. With the permission of the instructor this course may be taken in successive years.

CHEMISTRY

A major in Chemistry. — Under the new curriculum students majoring in chemistry will be required to take in

Chemistry — Courses 5-6, 63, 64, and 41-42, or 65, 66.

Other fields — Physics — a year's work in general physics;

Mathematics 1, 22 or 7-8. A course in calculus is advised.

A reading knowledge of German to be acquired by the beginning of the 3rd year's work;

A reading knowledge of French is also necessary for students specializing in chemistry.

Honors Course (see page 57). — The comprehensive honors examination assumes (a) knowledge of inorganic, organic, physical and analytical chemistry; (b) a more thorough acquaintance with one of these divisions and of a special problem in this; (c) the history and present trend of chemistry; (d) mathematics, physics, French and German.

5-6 — General inorganic chemistry. Professors REIMER and KELLER, Dr. WARE and Mrs. FISHER. 8 or 10 points.

Lectures: Tu. and Th. at 10 and a third hour S. at 10 or F. at 1. The S. hour is intended primarily for freshmen.

Laboratory: For students who are beginning the subject (I) Tu., W. or Th., 2-4:30 (8 points); (II) Th., 2-4:30 and Tu. or W., 2-4:30 (10 points).

For students who have passed the entrance examination in chemistry (III) M., 2-4:30 (8 points); (IV) M. and W., 2-4:30 (10 points). In order to obtain full credit for the course a student who has passed the entrance examination in chemistry must take laboratory section (III) or (IV) and lectures on Tu., Th. and S. at 10.

Students intending to enter a medical school should register for laboratory section (II) or (IV).

Prerequisite or parallel, Mathematics 1, 22 or 7-8.

63, 64 — Qualitative and quantitative analysis. Professor KELLER and Dr. WARE. 12 points.

M., W. and F. at 10 and 6 hours of laboratory work, Tu., 2-5 and Th. 1-4 or M. and W., 1-4.

Laboratory deposit, \$20.00.

Prerequisite, Course 5-6.

65, 66 — Quantitative analysis, advanced course including microanalysis. Professor KELLER and Dr. WARE. 8 points.

Tu. at 11 and 6 hours of laboratory work, Tu., 2-5 and Th., 1-4.

Laboratory deposit, \$25.00.

Prerequisite, Course 63, 64.

This course is designed to meet the needs of individual students and will be given for a class of five or more.

41-42 — Organic chemistry. Professors REIMER and RICE. 12 points.

M., W. and F. at 9 and a minimum of 6 hours of laboratory work, M. and W., 1-4 or Tu. and Th., 9-12.

Laboratory deposit, \$25.00.

Prerequisite, Courses 5-6 and, except for reasons of weight, 63, 64.

42a — Elementary organic chemistry. Professor RICE. 6 points.

M., W. and F. at 9 and a minimum of 6 hours of laboratory work, M. and W., 1-4 or Tu. and Th., 9-12.

Laboratory deposit, \$15.00.

Prerequisite, Course 5-6.

Short course intended primarily for pre-medical students.

[105 — Inorganic chemistry, advanced course. Professor KELLER. 6 points.

Laboratory deposit, \$15.00.

Prerequisite, Courses 63, 64, Physics 11-12.

Not given in 1928-29.]

[106 — Physical chemistry. Professor KELLER. 6 points.

Laboratory deposit, \$15.00.

Prerequisite, Courses 63, 64, 65 or 105, Physics 11-12, and a course in calculus.

Not given in 1928-29.]

145-146 — Organic chemistry, advanced course. Professor REIMER. 12 points.

M., W. and F. at 1 and a minimum of 6 hours of laboratory work, Tu. and Th., 9-12.

Laboratory deposit, \$30.00.

Prerequisite, Courses 5-6, 63, 64, 41-42.

157-158 — Problems in chemistry. Professors REIMER and KELLER.

Laboratory work and conferences. Open only to advanced students. Credit will be given according to amount of work accomplished.

Laboratory deposit, \$30.00.

Journal Club. 1 hour. The instructors and the advanced students meet for reports and discussion on recent scientific papers.

ECONOMICS AND SOCIAL SCIENCE

A major in Economics. — Under the new curriculum students may major in economics, or in sociology, or in both, but only one introductory course may count toward a major. If a student majors in both economics and sociology, the points for the major must be evenly divided between these subjects. All students majoring in economics or sociology will be required to have a reading knowledge of French or German and to take

Economics 1, 2 and 17 — Beyond these the work will vary with the interest of the students. Those interested in economics will take Courses 13, 14 and other work to be arranged in consultation with the department. Those interested in sociology will take Sociology 1, 2 and 153, 154 and other courses to be arranged in consultation with the department.

Other social sciences — In view of the essential unity of the social sciences every student majoring in economics or in sociology or in both is required to take courses from the following list amounting to 12 points distributed between two departments:

Anthropology 1, 2 or 3, 4; 109, 110;
Government 2; 7, 8;
History 1-2; 9, 10; 51, 52; 153, 154;
Psychology 1;
Religion 3, 4.

Honors Course (see page 57). — The comprehensive examination assumes: (1) knowledge of (a) principles of economics, current economic problems, history of economic theory and development, statistics, and (b) principles of sociology, current sociological problems, social work, psychological and anthropological sociology; (2) a more thorough acquaintance with a smaller group of allied subjects from the preceding list; and (3) special proficiency in some one chosen interest from this field. French and German are desirable as tools. Important allied subjects are government, psychology, history and anthropology.

Economics

A1-A2 — Outlines of economics. Professor BAKER, Dr. ELIOT and ———. 6 points.

M., W. and F. at 10 (I), at 1 (II) at 2 (III); Tu., Th. and S. at 10 (IV).

Prescribed under the old curriculum for seniors unless it has already been taken.

Open to sophomores and juniors.

Students who wish to complete Course A in the winter session should take Course 1r, and students who wish to begin economics in February should take Course 2r.

A general introductory study of modern economic organization, designed to meet the needs of those who take only one year's work in economics, and to serve as the foundation of more specialized work for those who wish to pursue further study in this field.

1, 2 (or 2r, 1r) — Introductory economics. Professor HUTCHINSON. 6 points.

Beginning in September: 1, 2 — M., W. and F. at 11.

Beginning in February: 2r, 1r — M., W. and F. at 10.

Course 1, 2, is open only to freshmen; Course 2r, 1r, is open to all students.

Course 1 or 2r is prerequisite to Course 2 or 1r. Both courses are required of majors and are prerequisite to other courses as indicated.

Course 1 (or 2r): A concrete description of economic life and a study of particular forms of business organization such as factories, railroads, farms, banks, stock and produce exchanges. The class work is supplemented by visits to some of the organizations studied.

Course 2 (or 1r): The more general principles underlying production and distribution of wealth; the influences that determine prices; theories of wages, interest and profits, competition and monopoly, the relation of modern business to wealth and welfare; the rôle of the state in economic life.

13 — Economic history of England. Professor HUTCHINSON. 2 points.

Tu. and Th. at 11.

A survey of the economic development of England since 1800. Special attention is given to the social and economic problems of machine production; the trade policy of England; the labor movement; imperialism.

14 — Economic history of the United States. Professor HUTCHINSON. 2 points.

Tu. and Th. at 11.

A study of leading economic questions since 1800 in agriculture, industry, trade, transportation, and banking.

17 — Statistics. Dr. ELIOT. 3 points.

W. and F. at 10 and a laboratory hour to be arranged.

Statistical methods, including simple correlation. Illustrated problems from various fields.

19, 20 — Labor in industry and society. Professor BAKER. 6 points.

M., W. and F. at 3.

Prerequisite, Course A1-A2, or 1, 2. Prerequisite for Course 20, Course 19 or the special permission of the instructor.

Winter session: The causes of industrial unrest and the attempts to relieve these causes through legislation and other public action; conciliation, mediation and arbitration; pensions, profit sharing, employee representation, etc. Scientific management.

Spring session: Organized labor in industry and society, its nature, development and policies in the United States. The response of employers to the demands of unions; legal status of trade unions, the labor injunction, labor in politics, the new unionism and its program. Organized labor in European countries and in Russia. The International Labour Office.

21 — Financial organization and investment. Professor BAKER. 3 points.

M., W. and F. at 11.

Prerequisite, Course A1-A2, or 1, 2. Not open to students who have had Course 20 (old number).

The business corporation; promotion, financial management, types of securities, basis of their issue and principles of their valuation, the stock exchange; insolvency, reorganization, combination and consolidation. The principles of sound investment. Sources of information and problems of analysis. The investment trust. The foreign investment market.

22 — Business administration. Professor BAKER. 3 points.

M., W. and F. at 11.

Prerequisite, Course A1-A2, or 1, 2. Not open to students who have had Course 20 (old number).

The industrial operations of the corporation. Location and management of the plant; problems concerning working capital, the purchase and storing of materials, the sales department, price, competition, cooperation, combination, employment management and personnel administration, production processes, cost accounting. The federal department of standards and the division of simplified practice.

25, 26 — The consumer in modern society. Professor HUTCHINSON. 4 points.

M. and W. at 2.

Prerequisite, Course A1-A2 or 1, 2. Course 25 is a prerequisite for Course 26.

Winter session: A general survey of consumption based upon a study of standards of living in the United States and in Europe. This will include an analysis of consumer's budgets, laws of consumption, changes and trends in consumer demands.

Spring session: The relation of the consumer to the price system; the determining factors in consumer demand; installment buying; advertising; fashion; public and private effort to educate or protect the consumer.

51 — Seminar on business administration. Professor BAKER. 2 points.

Hours to be arranged.

Open to honors students with the permission of the instructor.

52 — Seminar on financial organization and investment. Professor BAKER and DR. ELIOT. 2 points.

Hours to be arranged.

Open to honors students with the permission of the instructor.

53, 54 — Seminar on labor in industry and society. Professor BAKER. 2 points.

Hours to be arranged.

Open to honors students with the permission of the instructor.

56 — Seminar on economics theories. Professor MACIVER. 2 points.

Hours to be arranged.

Open to honors students with the permission of the instructor.

Other courses offered at Columbia University and open under certain conditions to specially qualified seniors upon consent of the Department of Economics and Sociology at Barnard are Economics 101-102—Public finance; Economics 113—History of socialism; Economics 114—Marx and Post-Marxian socialism; Economics 121-122—Types of economic theory.

Sociology

1-2 — Introduction to sociology. Professor MACIVER. 6 points.

M., W. and F. at 11.

Open to sophomores, juniors and seniors.

The elements of the social structure, customs, institutions, and associations; group interests and group formations; the family; the fabric of modern large-scale organization; the adjustment of society to environment; the more recent evolution of the social structure.

15 — Social statistics: population. Professor CHADDOCK. 2 points.

Tu. and Th. at 10.

Open to sophomores, juniors and seniors.

Growth and distribution of world population; relation to resources; causes and social significance of population movements; the problem of quality; individual and race differences. Population of the United States; composition and characteristics; immigration and its restriction; internal movements; urban and rural problems; significance of differential birthrates.

16 — Social statistics: vital and economic. Professor CHADDOCK. 2 points.

Tu. and Th. at 10.

Open to sophomores, juniors and seniors.

Collection, analysis, presentation and interpretation of data on births, deaths, sickness, marriage and divorce; vital statistics and the public health; factors in mortality and length of life; significance of control over mortality and sickness; relation to quality of population. Methods of measuring real earnings and of describing standards of living.

21, 22 — An introduction to the field of social work. Miss TOUSLEY. 4 points.

Th., 1-3.

Open to juniors and seniors.

A description of types of social work found in present day practice, and an interpretation of main underlying principles; social work organizations and the various methods employed in meeting social problems.

51, 52 — Seminar in sociology. Professor MACIVER. 4 points.

Hours to be arranged.

Open to honors students with the permission of the instructor.

54 — Seminar on the economic and social position of women. Professor HUTCHINSON. 2 points.

Hours to be arranged.

For honors students in junior year.

153-154 — Principles and theories of social evolution. Professor MACIVER. 4 points.

Tu. and Th. at 3.

Open to seniors.

The idea of evolution as applied to society. Social change versus social development. The search for social laws. Some fundamental principles of social evolution. The theory of economic determination. The theory of the cyclical movement of society. Biological and psychological interpretations. Students will be required to write a paper each semester.

Other courses, offered at Columbia University and open under certain conditions to specially qualified juniors and seniors upon consent of the Department of Economics and Sociology at Barnard, are Sociology 151 — Social organization and progress; Sociology 152 — Social organization and progress in America; Social Legislation 111-112 — Principles and results of American social legislation. Public Law 171, 172 — Modern ideas of the state — may be counted towards a major in sociology.

EDUCATION

†07A (or †08A) — Educational psychology. Professors H. L. HOLLINGWORTH and G. S. GATES. 3 points.

Winter session only: 07A — M., W. and F. at 1.

Spring session only: 08A — M., W. and F. at 2.

Prerequisite, Psychology 1 or equivalent.

An introductory survey of the applications of psychology to teaching, school management, and modern educational practice and theory. This course is prerequisite to all other courses in education, except Course 01A, 02A, with which it may be taken parallel.

†01A, 02A — History and principles of education. Professor GOODSELL and Mr. THOMPSON. 6 points.

M., W. and F. at 10 (I), at 1 (II).

Prerequisite or parallel, Course 07A or 08A.

Winter session: The historical development of educational systems and ideas, in their social settings, up to the close of the seventeenth century.

Spring session: The evolution and evaluation of contemporary principles of education. The student will be encouraged to formulate for herself a tentative philosophy of education.

The entire course satisfies the New York State requirements in history and principles of education for the professional provisional certificate.

†35A-36A — High school teaching. Professor WOODRING. 4 points.

M. and W. at 2.

Prerequisite, Course 07A or 08A. Prerequisite or parallel, Course 01A, 02A.

A course in methods and observation for students in Barnard College and Columbia College who are preparing to teach in secondary schools. Application of the principles discussed will be made through the solution of practical problems and observation of high school teaching.

Other courses offered at Teachers College and open under certain conditions to specially qualified seniors upon consent of the Committee on Instruction of Barnard College and the instructor in Teachers College are Education 107A or 108A — Educational psychology; Education 107C — Psychology applied to teaching; Education 101A-102A — History of education; Education 103A or 104A — Principles of teaching; Education 103B or 104B — Principles of practical arts teaching; Education 133U-134U — Methods in elementary subjects.

Methods Courses

Specially qualified seniors may, with the permission of the Dean and the Committee on Instruction of Barnard College, and the appropriate instructor in Teachers College, elect methods courses in the teaching of general science, biology, physics, chemistry, English, foreign languages, geography, history and mathematics, and in the various fields of practical arts. There will, however, be no opportunity for Barnard students to do practice teaching.

For a list of methods courses, students are referred to the *Announcement of Teachers College*.

ENGLISH

A major in English. — Under the *old* curriculum, students majoring in English will be required to pass an examination in English language or to take one of the following courses: 39, 40; 41; 53; Introduction to the Science of Language 1, 2 (page 122).

Under the *new* curriculum students majoring in English will be required to take in

English — An examination in English language, or 3 points chosen from the following courses: 39, 40; 41, 42; 53, 54.

6 points in each of two of the following periods: Medieval literature, Elizabethan literature, seventeenth century, eighteenth century, nineteenth century, American literature.

Other fields — Related courses in other departments in conjunction with work in the periods of literature indicated above. A reading knowledge of at least two foreign languages, one of which should be modern.

Honors Course (see page 57). — Required of all candidates in each year of candidacy: Course 97, 98. The comprehensive examination assumes: (a) general knowledge of the growth and structure of the English language and command of either Old English or Middle English; (b) knowledge of the more important English authors and of their relations to literary periods; (c) comprehensive and detailed knowledge of one period or movement of major importance; (d) such knowledge of English history and of continental literature as is needed in each case.

A1, A2 — Composition. Professors HALLER, HOWARD, and FAIRCHILD, Miss LATHAM, Mr. MARSHALL, Miss REYNARD, Dr. GREET and Mr. FANSLER. 6 points.

M., W. and F. at 10 (I, II, III), at 2 (IV, V, VI, VII); Tu., Th. and S. at 11 (VIII, IX, X).

Generally prescribed for freshmen, and prerequisite for any other course except Courses 22; 35, 36; 37, 38; 39, 40; 41, 42.

Oral and written exposition and argument; description and narration.

C1 (or C2 or C5) — Voice training. Mrs. DAVIS and Mrs. SEALS.

C1 — Prescribed in the winter session in conjunction with A1. $\frac{1}{2}$ point.
Hours to be arranged.

C2 (or C5) — Prescribed for freshmen and for students transferring from other institutions unless they have been excused by the department. 2 points.

Winter session only: **C5** — M., W. and F. at 11 (I), at 1 (II); Tu., Th. and S. at 9 (III).

Spring session only: **C2** — M., W. and F. at 9 (I), at 2 (II); Tu., Th. and S. at 9 (III), at 10 (IV).

Instruction in the mechanics of voice and speech, intended to assist students to speak audibly and distinctly.

GROUP 1. *Composition*

Open to all students by special permission of the instructor in each case.

1, 2 — Composition. Mr. MARSHALL. 6 points.
M. and W. at 2 and a conference hour.

Drill in the various literary forms. Expository essays, criticism of poetry and fiction, story-writing. With the consent of the instructor, the student may choose to do the major portion of her work in one field.

3, 4 — Advanced composition. Professor BREWSTER. 6 points.
Tu. and Th. at 10 and a third hour to be arranged.

Intended for students who wish unrestricted practice in writing on subjects or in fields of their own choosing. Daily themes (winter session) and weekly themes (spring session).

[5, 6 — Writing and criticism. Professor BALDWIN. 6 points.
Not given in 1928-29.]

11, 12 — Story-writing. Miss STURTEVANT. 6 points.
 Tu., 4:10-5:50 and a third hour to be arranged.

Intended primarily for students who wish to study and practice the short story, this course considers other forms of magazine writing incidentally.

15, 16 — Play-writing. Miss LATHAM. 4 or 8 points.
 M. and W. at 3 and an hour for criticism.

The primary intention is not to train playwrights, but to give an insight into drama as a mode of expression. Critical study of plays in text and in the theatre. Dramatizations, writing of original sketches, pantomimes and plays. Stage trial of all work by members of the class.

GROUP 2. *Speech*

Open to all students.

22 — Oral interpretation of literature. Mrs. SEALS. 2 points.
 M., W. and F. at 1.
 Prerequisite, Course C2 or the permission of the instructor.
 The art of reading aloud; phrasing, emphasis and inflection.

23-24 — Oral interpretation of literature. Mrs. DAVIS. 4 points.
 M., W. and F. at 11.
 Prerequisite, Course 22.

Winter session: The emotional element in vocal expression. Spring session: Oral presentation of types of literature such as the oration, the essay, the lyric, the drama.

28 — Public speaking. Mr. ———. 2 points.
 Th., 3:10-4:50.

The technic of argumentative persuasion with criticism of posture, gesture, voice. Students should consult the instructor in advance.

GROUP 3. *Literature*

Course A1, A2, is prerequisite for all courses except 35, 36; 37, 38; 39, 40; 41, 42.

35, 36 — English poetry. Miss REYNARD and Mr. ———. 4 or 6 points.
 Tu. and Th. at 2 and a conference hour.

Winter session: Shakspeare, Spenser, Milton, Elizabethan and seventeenth-century lyric poetry.
 Spring session: Burns, Wordsworth, Coleridge, Byron, Shelley and Keats.

37, 38 — English prose. Mr. MARSHALL. 4 or 6 points.
 M. and W. at 9 and a conference hour.
 Study of selected texts from the seventeenth century to the present.

39, 40 — The English language. Dr. GREET. 4 points.
 Tu. and Th. at 10.

A study of modern English from the point of view of history and use.

41 (old number **81**) — Anglo-Saxon. Dr. GREET. 2 points.
Tu. and Th. at 9.

42 — Beowulf. Dr. GREET. 2 points.
Tu. and Th. at 9.

51, 52 (old number **83, 84**) — Medieval literature. Miss STURTEVANT.
6 points.
Tu. and Th. at 11 and a conference hour.

Selected medieval texts studied in translation with regard to literary form and cultural background; Beowulf, Old Irish, Roland, Icelandic sagas, the Nibelungen cycle, Arthurian romance on the continent and in Britain, the Golden Legend, Reynard the Fox; short tale, chronicle, popular ballad; development of legend in relation to mythology and folklore.

53 — Chaucer. Professor BALDWIN. 3 or 4 points.
M., W. and F. at 9.

The language and poetry of Chaucer, the ideas and literary habits of his time.

54 (old number **86**) — English medieval and Renaissance literature. Professor BALDWIN. 3 points.
M. and W. at 9 and a conference hour.
Prerequisite, Course **53** or equivalent preparation in Middle English.

Piers Plowman, *Pearl*, and other fourteenth-century poems; the fifteenth century; More and other humanists; assignments for individual study in literary and social history.

[**57, 58** — Development of English drama. Miss LATHAM. 6 points.
Not given in 1928-29.]

Courses **57, 58** and **59, 60** will be given in alternate years.

59, 60 — Modern English drama. Miss LATHAM. 6 points.
M., W. and F. at 1.

English and American playwrights from the eighteenth century to the present.

61, 62 — Shakspeare. Professor FAIRCHILD. 6 points.
Tu. and Th. at 3 and a third hour to be arranged.

63, 64 — Elizabethan literature. Professor HOWARD. 4 or 6 points.
M. and W. at 2 and a conference hour.

The Renaissance in England; non-dramatic poetry from Wyatt and Surrey to Spenser and Donne; the rise of English prose.

65, 66 — English literature of the seventeenth century. Professor HOWARD.
4 or 6 points.
Tu. and Th. at 2 and a conference hour.
Milton, Dryden and the literature of their times.

67 (old number **91**) — English literature of the eighteenth century. Miss WEEKS. 3 points.
M. and W. at 10 and a conference hour.
Pope, Swift, Defoe and the writers of their times.

68 (old number **92**) — Dr. Johnson and his circle. Miss LATHAM. 3 points.
M. and W. at 10 and a conference hour.

Johnson, Boswell, Goldsmith and their contemporaries.

69, 70 — The English novel. Miss Sturtevant. 4 points.
Tu. and Th. at 10.

The novel from the sixteenth century to the present; the relationship of English fiction to that of France and Russia.

71, 72 — The romantic movement. Professor HALLER. 4 or 6 points.
Tu. and Th. at 10 and a conference hour.

English literature from Blake to Byron.

73, 74 — English Victorian literature. Professor FAIRCHILD. 4 or 6 points.
M. and W. at 11 and a conference hour.

Carlyle, Mill, Tennyson, Newman, Arnold, Ruskin, Pater, Browning, Morris, Rossetti, Swinburne, Kipling.

77, 78 — American literature. Miss REYNARD. 4 or 6 points.
Tu. and Th. at 9 and a conference hour.

93, 94 — English literary biography. Professor HALLER. 6 points.
M. and W. at 3 and a conference hour.
Prerequisite, 15 points in English literature.

The development of the art of biography in English from the seventeenth century to the present; studies in special biographical subjects.

95-96 — English literary criticism. Professor BREWSTER. 6 points.
Tu. and Th. at 3 and a conference hour.

97, 98 — Reading for special honors. Professor BALDWIN assisted by other members of the department.

Hours to be arranged.

Required of all candidates for honors in English. Not open to other students.

GROUP 4. *Special courses by the Visiting Professor*

76 — Modern English literature. Professor MURRY. 3 points.
Tu. and Th. at 11.

Open to all juniors, seniors and graduate students.

Exact subject to be announced later.

92 — Special studies in modern English literature. Professor MURRY.
3 points.

Tu. and Th. at 2.

Open by permission of the department to specially qualified students majoring in English.

FINE ARTS

A major in Fine Arts. — Under the new curriculum students majoring in fine arts will be required to take in

Fine Arts — Courses 27, 28; 29, 30; 37, 38 and other courses to be arranged in consultation with the department.

Other fields — Courses in history, literature, languages, philosophy or other fields which will vary with the special interest of the student and must be arranged in consultation with the major department.

1-2 — Introduction to the study of fine arts. Professor HARING. 4 points.

M. and W. at 11.

Intended primarily for freshmen, but open to other students.

A general study of aesthetic problems as preparation for a more detailed study of the fine arts. This will include a discussion of the major problems of artistic expression and their solution in the fields of architecture, sculpture and painting followed by a consideration of the relation of art forms to certain great periods of European culture.

27 — Ancient art. Miss LAWRENCE. 3 points.

Tu. and Th. at 2 and a third hour to be arranged for conference or for visits to the Metropolitan Museum of Art.

Open to all excepting freshmen.

An introductory study of the art of Egypt, Mesopotamia, Persia, Greece and Rome.

28 — Medieval art. Professor SWIFT. 3 points.

Tu. and Th. at 2 and a third hour to be arranged for conference or for visits to the Metropolitan Museum of Art.

Open to all excepting freshmen.

An introductory study of the development of art in Europe in the Early Christian, Byzantine, Carolingian, Romanesque and Gothic periods.

29 — Italian Renaissance painting. Professor HARING. 3 points.

M. and W. at 2, and a third hour to be arranged for conference or for visits to the Metropolitan Museum of Art.

Open to juniors and seniors.

The development of Italian painting of the Renaissance, with consideration of related tendencies in the period.

30 — Northern painting. Professor J. D. Young. 3 points.

M. and W. at 2 and a third hour to be arranged for conference or for visits to the Metropolitan Museum of Art.

Open to juniors and seniors.

The history and development of painting in the Flemish, German and Dutch schools from the end of the Gothic period through the seventeenth century.

37 — Modern painting. Professor J. D. Young. 3 points.

Tu. and Th. at 11 and a third hour to be arranged for conference or for visits to the Metropolitan Museum of Art.

Open to juniors and seniors.

The development of modern painting from the seventeenth century to the present day, with a consideration of the cognate tendencies of the times.

38 — Italian Renaissance sculpture. Miss LAWRENCE. 3 points.

Tu. and Th. at 11 and a third hour to be arranged for conference or for visits to the Metropolitan Museum of Art.

Open to juniors and seniors.

The historical development of Italian sculpture from the end of the Romanesque period through the sixteenth century. Special attention will be given to the genius of the Renaissance as expressed in the works of Donatello and Michelangelo.

[*100 — Renaissance and modern sculpture outside of Italy. Professor HARING. 3 points.

Open to qualified seniors who have had a course in Italian sculpture or its equivalent.

The development of Renaissance styles in northern Europe and of post-Renaissance styles in all of western Europe and America until the present day.

Not given in 1928-29.]

***101 — Evolution of ancient architecture.** Professor SWIFT. 3 points.

M. and F. at 2 and a third hour to be arranged for conferences.

Prerequisite, Course 27 or its equivalent. Open to qualified seniors.

The evolution of the architecture of the countries in or near the Mediterranean basin from ancient Egypt through the Roman Empire. In addition to the analysis of the structural development a careful examination will be made of the relation of each architecture to its civilization and to the other arts produced in the same environment.

***102 — Evolution of the architecture of the Middle Ages.** Professor SWIFT. 3 points.

M. and F. at 2 and a third hour to be arranged for conferences.

Prerequisite, Course 23 or its equivalent. Open to qualified seniors.

The evolution of the Early Christian, Byzantine, Carolingian, Romanesque and Gothic styles. In addition to the analysis of the structural development a careful examination will be made of the relation of each architecture to its civilization and to the other arts produced in the same environment.

Courses 101, 102 and 103, 104 are given in alternate years.

[*103 — Architecture of the Renaissance. Professor SWIFT. 3 points.

Open to qualified seniors.

A study of the origin and development of Renaissance architecture in Italy and its subsequent history in other parts of Europe.

Not given in 1928-29.]

[*104 — Modern architecture. Professor SWIFT. 3 points.

Open to qualified seniors.

Types and theories in the structural art of modern times in Europe and America with special emphasis on the evolution of American architecture from the colonial period to the present.

Not given in 1928-29.]

***149 — Introduction to Greek art.** Professor C. H. YOUNG. 3 points.

M., W. and F. at 3 with occasional visits to the Metropolitan Museum of Art at hours to be arranged at the opening of the course.

Open to qualified seniors who have had Course 27 or its equivalent.

A brief survey of the pre-Hellenic antiquities followed by a study of historic Greek art in its various fields.

***150 — Introduction to Roman art.** Professor MURRAY. 3 points.

Tu. and Th., 2:10-3:25.

Open to qualified seniors who have had Course 149 or its equivalent.

A systematic study of the last phase of classic art as presented by Roman sculpture and painting, and of the elements of Roman architecture, with preliminary consideration of the Hellenistic and Etruscan influences.

***183 — Spanish art.** Professor HARING. 3 points.

Tu. and Th., 4:10-5:25.

Open to qualified seniors.

A survey of the important periods in the history of the art of Spain; the prehistoric cave painting; classical, Visigothic and Moorish remains; Romanesque and Gothic sculpture and art; the panel painters of the fifteenth and sixteenth centuries; Plateresque architecture and the great series of painters from El Greco and Velasquez to modern times.

GEOLOGY AND MINERALOGY ¹

A major in Geology. — Under the new curriculum students majoring in geology will be required to take in

Geology — Courses 1-2 (or 2r-1r), 13, and Mineralogy 1, 2, and other courses to be arranged in consultation with the department.

Other fields — Chemistry 5-6.
Zoölogy 1-2.

Geology

1-2 (or 2r-1r) — General geology. Elementary course. Professor OGILVIE and assistant. 8 points.

Beginning in September: **1-2** — Tu. and Th. at 11 and 4 hours of laboratory work, M. and W., 1-3, or Tu. and Th. 9-11, or Tu. and Th., 2-4. Occasional Saturday field trips in the spring.

Beginning in February: **2r-1r** — Tu. and Th. at 10 and 4 hours of laboratory work, Tu. and Th. 2-4.

Course **2r**, the equivalent of **1** is offered in the spring session for students who want to begin a science in February; and Course **1r**, the equivalent of **2**, is offered in the winter session of the following year.

5-6 — Applied geology. Dr. HOLZWASSER. 4 points.

M. and W. at 11.

A study of the minerals of economic importance and of the application of geology to present day industrial and commercial development.

13 — Summer field course. Dr. HOLZWASSER. 2 weeks in the field before opening of summer session and the subsequent preparation of a report. 3 or 4 points.

Prerequisite, Course **1-2**.

Registration for this course must be made by April 15. The tuition fee is payable by June 1.

In 1928 a study will be made of interesting localities in New York, Pennsylvania and New Jersey.

15-16 — Paleontology. Dr. HOLZWASSER. 6 points.

M. and W. at 10 and 2 hours of laboratory work to be arranged.

¹ In the reckoning of points for major and minor subjects, geology and mineralogy may be counted as one subject.

17-18 — Glacial geology. Professor OGILVIE. 4 points.

Hours to be arranged.

Prerequisite or parallel, Course 1-2.

19 — General geology. Second course. Professor OGILVIE. 3 points.

Tu. at 3 and Th. at 1 and 2 hours of laboratory work to be arranged.

Prerequisite, Course 1-2.

Structural and dynamic geology.

20 — Advanced historical geology. Dr. HOLZWASSER. 3 points.

Tu. at 3 and Th. at 1 and 2 hours of laboratory work to be arranged.

27, 28 — Physiographic geology. Dr. HOLZWASSER. 6 points.

M., W. and F. at 9 with occasional substitution of laboratory work for a lecture.

Prerequisite, Course 1-2 or its equivalent.

*** 124 — Advanced glacial geology.** Professor OGILVIE. Lectures, reading, field and laboratory work. 3 points.

Hours to be arranged.

Prerequisite, Course 1-2.

125-126 — General geology. Advanced course. Professor OGILVIE.

Hours and credit to be arranged.

Prerequisite, Course 1-2.

Journal Club. The instructors in Columbia University and advanced students meet one evening fortnightly for the discussion of current papers and problems. The meetings of the Journal Club are open to Barnard students taking courses in geology.

Mineralogy

1 — General mineralogy. Professor OGILVIE and assistant. 3 points.

Hours to be arranged for 1 lecture and 4 hours of laboratory work.

Prerequisite, a knowledge of elementary chemistry.

If there are less than six applications, arrangements may be made for parallel work in Columbia University.

2 — Blowpipe analysis. Professor OGILVIE. 3 points.

Hours to be arranged for 1 lecture and 4 hours of laboratory work.

Prerequisite, Course 1.

12 — Optical mineralogy. Dr. HOLZWASSER. 2 points.

Hours to be arranged for 1 lecture and 2 hours of laboratory work.

Prerequisite, Course 1.

Other courses given at Columbia University are described in the Announcement of the Division of Geology, Geography and Mineralogy.

GERMANIC LANGUAGES AND LITERATURES

A major in German. — Under the new curriculum students majoring in German will be required to take in

German — Courses 9, 10 and 45, 46, and other courses to be arranged in consultation with the department.

Other fields — Courses will vary with the special interest of the student and must be arranged in consultation with the major department.

Honors Course (see page 57). — The comprehensive examination assumes (a) the ability to speak and write German easily; (b) a general acquaintance with German literature from its beginnings to the end of the nineteenth century; (c) a more thorough knowledge of some particular period; (d) some familiarity with the development of political, economic and social institutions in Germany and with German art. A general knowledge of European history is desirable.

(See also *Introduction to the Science of Language*, p. 122.)

In the old curriculum under the requirements in Foreign Languages (see p. 56) no German courses are prescribed and none can therefore automatically excuse the student from the departmental test in the major requirement. Students choosing German as the major language under this requirement should, however, consult the department as early as possible for advice as to the courses which should enable them to pass this special language test. The minor requirement can be satisfied in German by one of the following combinations: (a) a satisfactory grade in elementary and intermediate entrance German (3 units), or (b) elementary entrance German and Course 3, or (c) a grade of at least C in Course 1-2.

1-2 — Beginners' course. Professor PUCKETT, Miss GODE and Mr. ANSTENSEN. 6 points.

M., W. and F. at 9 (I), at 11 (II), at 2 (III); Tu., Th. and S. at 9 (IV).

Elements of grammar, easy reading, written and oral practice.

3, 4 — Intermediate course. Professor PUCKETT, Miss GODE and Mr. ANSTENSEN. 6 points.

M., W. and F. at 10 (I), at 1 (II); Tu., Th. and S. at 10 (III).

Prerequisite to Course 3, Course 1-2 or elementary entrance German.

Prerequisite to Course 4, Course 3 or intermediate entrance German.

Rapid reading of texts, with practice in writing and speaking German.

5, 6 — Lessing, Goethe and Schiller. Professor BRAUN. 6 points.

M., W. and F. at 11.

Prerequisite to Course 5, Course 3, 4 or a good grade in intermediate entrance German. Prerequisite to Course 6, Course 5 or special permission of the instructor.

The course emphasizes literary appreciation rather than practice in the language. A desirable prerequisite to more advanced courses in German literature.

7, 8 — Modern German prose. Professor PUCKETT. 6 points.

M., W. and F. at 10.

Prerequisite, Course 3 or intermediate entrance German.

Rapid reading of modern German historical, critical, and scientific prose. Assignments in German newspapers and journals. Structure and development of vocabulary.

9, 10 — Advanced practice course. Professor BRAUN. 4 points.

Tu. and Th. at 10.

Prerequisite, Course 3 or intermediate entrance German.

Conversation and written exercises.

[25, 26 — The drama of the nineteenth century. Professor BRAUN. 6 points.

After a brief survey of the earlier nineteenth century drama, the development of the modern realistic movement will be studied, with special emphasis on the works of Gerhart Hauptmann.

Not given in 1928-29.]

27 — Prose fiction of the nineteenth century. Professor PUCKETT. 2 or 3 points.

M. and W. at 2.

Prerequisite, Course 5, 6 or 7, 8 or the permission of the instructor.

28 — The literature of the twentieth century. Professor PUCKETT. 2 or 3 points.

M. and W. at 2.

Prerequisite, Course 5, 6 or 7, 8 or the permission of the instructor.

35 — Der junge Goethe. Professor BRAUN. 2 or 3 points.

Tu. and Th. at 9.

Prerequisite, Course 5, 6 or 7, 8 or the permission of the instructor.

Courses 35 and 36 are so related that they should be taken in sequence. They may be taken separately only with the permission of the instructor.

36 — Goethe's Faust. Professor BRAUN. 2 or 3 points.

Tu. and Th. at 9.

Prerequisite, Course 5, 6 or 7, 8 or the permission of the instructor.

45, 46 — History of German literature from the earliest times to the nineteenth century. Professor BRAUN. 4 or 6 points.

Tu. and Th. at 11.

Prerequisite, Course 5, 6 or 7, 8 or the permission of the instructor.

Other courses given at Columbia University are described in the Announcement of the Division of Modern Languages and Literatures.

GOVERNMENT

A major in Government. — Under the new curriculum students with a major in government should elect in

Government — Courses 1, 2; 3, 4; 7, 8 and beyond these a number of advanced courses determined in each case in accordance with the field of interest of the student.

In advanced work in the department a division of interest is recognized between

A — American government, politics and constitutional law, and

B — International relations and comparative government.

Because of the close relationship between the subject matter of history and that of government students majoring in government may offer as part of the required 28 points, 6 points in history including a choice of History 9, 10; 1, 2; or 11, 12. In like manner majors in history may offer courses in government. (See p. 105.)

Other social sciences. — In view of the essential unity of all the social sciences every major in government must, in addition to the major requirement described above, also elect a minimum of 6 points in each of two social science departments. Such elections shall be made from the following courses: —

Anthropology 1, 2; 3, 4; 109, 110;

Economics 1, 2; 13, 14; 17, 18;

History 7, 8; 9, 10; 11, 12; 51, 52;

Philosophy 61-62;

Psychology 1, 25;

Sociology 1, 2; 15, 16.

Honors Course (see page 57). — Candidates for honors in government will be examined both orally and by written paper on one of the two lines of interest described above.

1 — An introduction to American public affairs. Professor MOLEY and Miss WARD. 3 points.

M., W. and F. at 1.

Open to all students including freshmen.

A survey of contemporary American public problems including the governmental regulation and protection of business and labor, the conservation of natural resources, the protection of religious liberty and of free speech, the relation of the states to the nation, the promotion of public welfare, health and education, the enforcement of law and order, and the administration of justice.

2 — American government and politics. Professor MOLEY and Miss WARD.
3 points.

M., W. and F. at 1.

Introductory course open to all students including freshmen.

The significant characteristics of government and politics in the United States with some comparisons with European political institutions and practices: the party system; the leadership of the executive; the process of administration; law and legislation; and the political problems of the larger American cities.

3, 4 — Modern democracies. Miss WARD. 4 or 6 points.

Tu. and Th. at 9.

Introductory course open to all students including freshmen.

The political problems, politics and government of the leading states of the world, including the members of the British Empire, France, Germany, Italy, and Russia. The characteristics and influence of political leaders are considered. Especially recommended to students of history.

7, 8 — Great American political personalities. Professor MOLEY. 4 or 6 points.

M. and W. at 11.

Introductory course open to all excepting freshmen. Especially intended for students not majoring in government who desire a broad survey of the subject matter of American politics.

American politics considered in the light of the ideas, achievements and influence of important leaders including Jefferson, Hamilton, Marshall, Clay, Jackson, Greeley, Weed, Lincoln, Blaine, Bryan, Roosevelt, La Follette, Wilson and others. The winter session is largely devoted to the politics of the nineteenth century; the spring session to contemporary political issues, methods and processes. The required reading in the course is largely drawn from the best recent biographies of these leaders supplemented by some descriptive and analytical political works.

11 — International barriers. Miss WARD. 3 points.

Tu. and Th. at 2 and a third hour to be arranged.

Prerequisite, 6 points in history or government.

Some of the chief points of international friction: nationalism, the antagonism of the races, white supremacy, militarism, imperialism, economic rivalry, secret diplomacy, with particular reference to the "danger spots" of the world.

12 — International relations and world politics. Miss WARD. 3 points.

Tu. and Th. at 2 with a third hour to be arranged.

Prerequisite, 6 points in history or government.

Various forms of international coöperation, such as the League and its forerunners, the World Court, the Pan-American Union and the Dawes Plan.

15, 16 — Research in politics. Professor MOLEY, Miss WARD and Miss McENTEGART. 4 or 6 points.

Hours to be arranged.

Prerequisite, Course 1, 2 and the permission of the department.

Special projects involving the use of first-hand materials in politics and public administration. Selected students may supplement research work in this course by actual observation of and participation in the work of political parties, legislative bodies and civic agencies.

Note: The following graduate courses in the Department of Public Law and Government may be taken by properly qualified juniors and seniors. Students who desire to elect any of them must secure the approval of the Department of Government at Barnard. Ordinarily a minimum of 6 points of government in addition to a major interest in the social sciences is required as a prerequisite.

***105-106 — American municipal administration.** Dr. GULICK. 6 points.

F., 2:10-4.

***145 — The governments of France and Belgium.** Professor ROGERS. 3 points.
Tu. and Th. at 11.

***146 — The governments of Germany, Austria, Switzerland.** Professor ROGERS. 3 points.
Tu. and Th. at 11.

***153 — Politics and the party process.** Professor MACMAHON. 3 points.
Tu. and Th. at 1.

Public Law

***103, 104 — Constitutional law of the United States.** Professor MCBAIN.
6 points.
Tu. and Th. at 10.

A consideration of the American federal system and of the constitutional limitations for the protection of life, liberty and property. Interstate commerce, the powers of Congress, the police power, taxation, obligation of contracts and protection to persons accused of crime.

***161, 162 — The administration of justice.** Professor MOLEY. 6 points.
M. and W. at 9.

Either half of this course may be taken separately.

The organization and practical operation of those institutions, state and federal, which are concerned with the administration of justice in both civil and criminal cases. Court organization, systems of law and procedure, the selection of judicial personnel, the functions and responsibilities of the bar, and the administration of police, prosecution, probation and parole. Attention will be focused upon the political, administrative, medical and sociological problems involved in contemporary jurisprudence. Especially recommended to pre-law students.

***171-172 — Modern ideas of the state.** Professor MACIVER. 6 points.
F., 4:10-6.

A review of the course of political thought from Machiavelli to the present, with more emphasis on the period since Rousseau; modern theories of sovereignty, of the functions, powers, and limits of the state. Present-day assaults on the principle of representative government, and of democracy in general.

Other courses offered at Columbia University are open to Barnard students under the conditions mentioned in the foregoing *Note*.

GREEK AND LATIN

A major in Greek, or in Latin, or in Greek and Latin combined. — Under the new curriculum students may major in Greek, or in Latin, or in Greek and Latin combined. Students majoring in this department will be required to take courses to be elected in appropriate sequence under the direction of the department. Towards a

Major in Greek — Any course in Greek and 4 points in Classical Civilization may count.

Major in Latin — Any course in Latin and 4 points in Classical Civilization may count.

Major in Greek and Latin combined — The following combinations are possible: (a) 18 points of Greek, 10 points of Latin, (b) 18 points of Latin, 10 points of Greek. No points in Classical Civilization may count.

At least one course in Greek composition or one course in Latin composition is strongly recommended. Students will find it profitable to take courses in Greek history, or in Roman history, or in both (History 15, 16; 17, 18).

Other fields — The work will vary with the special interest of the student and should be arranged in consultation with the Department of Greek and Latin.

Honors Course (see page 57). — The comprehensive examination assumes a general knowledge of the languages, the literature, and the civilization of (ai) ancient Greece and (aii) ancient Rome; (b) a more thorough knowledge of either (ai) or (aii); (c) a special knowledge of some particular problem, author or work within (b); (d) a reading knowledge of French and German; (e) necessary acquaintance with subjects cognate to those involved in (c).

(See also Introduction to the Science of Language, p. 122.)

Classical Civilization

51 — Greek life and thought. Professor VAN HOOK. 3 points.

M., W. and F. at 1.

Open to all excepting freshmen.

A portrayal of Greek civilization.

52 — Greek art. Professor C. H. YOUNG. 3 points.

M., W. and F. at 1, and, at hours to be arranged, at the Metropolitan Museum of Art.

Open to all excepting freshmen.

53, 54 — Roman life and thought. Professor KNAPP. 4 or 6 points.

Tu. and Th. at 2.

Open to all excepting freshmen. Students are strongly advised to take the entire course.

55, 56 — Greek literature in translation. Mrs. PUTNAM. 4 or 6 points.

Tu. and Th. at 11.

Open to juniors and seniors.

Winter session: Greek poetry, with emphasis on the drama. Spring session: Greek prose, with emphasis on the dialogues of Plato.

57, 58 — Latin literature in translation. Professor KNAPP. 4 or 6 points.

Tu. and Th. at 10.

Open to all excepting freshmen. Students are strongly advised to take the entire course.

Winter session: Plautus, Terence, Ennius, Lucretius. Spring session: Catullus, Vergil, Horace, Ovid.

Greek

1-2 — First course. Professor HIRST. 3 recitations, 2 hours unprepared work in class-room. 8 points.

M., Tu., W., Th. and F. at 2.

Prerequisite, elementary Latin.

Grammar, composition, selected readings in prose and verse; selections from Homer's *Iliad*. This course may not be begun in the spring session.

11 — Homer: *Odyssey*; Lucian: *selections*. Professor VAN HOOK. 3 points.

M., W. and F. at 10.

Prerequisite, Course 1-2 or elementary entrance Greek.

12 — Plato: *Apology*, *Crito*; Euripides (one play). Professor PERRY. 3 points.

M., W. and F. at 10.

Prerequisite, Course 1-2 or elementary entrance Greek.

19-20 — Prose composition. First course. Mr. WESTBROOK. 2 points.

Hour to be arranged.

May be taken in connection with any other course (except 1-2), but not separately, except by special permission; particularly recommended to students who have taken only Course 1-2.

21 — Greek tragedy. Professor PERRY. 3 points.

M., W. and F. at 11.

Prerequisite, Course 11, or 12, or 25, or 26.

22 — Greek comedy. Professor VAN HOOK. 3 points.

M., W. and F. at 11.

Prerequisite, Course 11, or 12, or 25, or 26.

Several plays of Aristophanes, including the *Clouds* and the *Frogs*.

25 — Selections from Herodotus: book III. Professor HIRST. 2 points.

Tu. and Th. at 11.

Prerequisite, Course 1-2 or elementary entrance Greek.

Aspects of the Greek world in the sixth century B.C., including the story of the Ring of Poly-crates.

26 — Selections from Thucydides: book VII. Professor HIRST. 2 points.

Tu. and Th. at 11.

Prerequisite, Course 11, or 12, or 25.

Athens and the Syracusan Expedition.

39-40 — Advanced prose composition. Professor VAN HOOK. 4 points.

Hour to be arranged.

Prerequisite, Course 19-20.

May be taken in connection with any other course, but not separately, except by special permission. The course may be taken for credit two years in succession.

***103, 104 — Greek literature. Part I, poetry.** Professor VAN HOOK. 6 points.

Tu. and Th. at 4.

Prerequisite, Course 21, or 22, or 26.

General survey, with extensive reading, in Greek, of epic, lyric, pastoral, and dramatic poetry.

See also above, under Classical Civilization, p. 102.

Latin

1-2 — First course. Miss GOODALE. 3 recitations, 2 hours unprepared work in class-room. 8 points.

M., Tu., W., Th. and F. at 2.

Open to all students who have not offered Latin at entrance.

Grammar, composition, selected readings in prose and verse, including a Roman comedy. This course may not be begun in the spring session.

3 — Selections from Vergil: Aeneid I-VI. Miss GOODALE. 3 points.

M., W. and F. at 9.

Prerequisite, Course 1-2 or 2 or 3 units in entrance Latin. Course 19-20 is strongly recommended as a parallel.

Parts of the *Aeneid* will be read and the poem will be studied as a whole.

11 (or 14) — Livy: *selections*; Catullus: *selections*. Professor HIRST and Miss GOODALE. 3 points.

Winter session only: **11** — M., W. and F. at 1 (I); Tu., Th. and S. at 9 (II).

Section I is reserved for the more advanced students.

Spring session only: **14** — M., W. and F. at 9.

Prerequisite, Courses **1-2, 3** or their equivalent in entrance Latin. Course **19-20** is strongly recommended as a parallel.

12 — Horace: *selected Odes and Epodes*. Professor VAN HOOK and Miss GOODALE. 3 points.

M., W. and F. at 1 (I); Tu., Th. and S. at 9 (II).

Section I is reserved for the more advanced students.

Prerequisite, Course **11**, or **14**.

[**17-18 — Lectures on Latin literature.** Professor KNAPP. 2 points.

Open to students who are taking any reading course in Greek or Latin; particularly recommended to students in Courses **11, 12** and **14**.

Not given in 1928-29.]

19-20 — Latin composition. First course. Miss GOODALE. 2 points.

M. at 3. (A second section, Th. at 1, will be arranged, if necessary.)

May be taken in connection with any other course, but not separately, except by special permission. Strongly recommended as a parallel to Courses **3** and **11**.

21 — Horace: *Satires, Epistles*. Professor McCREA. 3 points.

M., W. and F. at 9.

Prerequisite, Course **11**, or **12**, or **14**.

Human intercourse viewed as one of the fine arts; constructive humor.

22 — Juvenal; Martial; Pliny. Professor HIRST. 3 points.

M., W. and F. at 9.

Prerequisite, Course **11**, or **12**, or **14**.

Roman life and thought in the early Empire.

25 — Selections from Vergil: *Georgics*. Professor HIRST. 2 points.

Tu. and Th. at 9.

Prerequisite, Course **11**, or **12**, or **14**.

A study of Vergil's most highly finished work.

26 — Seneca: *Selected Letters*. Professor HIRST. 2 points.

Prerequisite, Course **11**, or **12**, or **14**.

Tu. and Th. at 9.

A study of Nero's Prime Minister and the most famous philosopher of the time as shown in his own letters.

Courses **25, 26** and **27, 28** are ordinarily given in alternate years.

[**27 — Tacitus: *Annales XIII-XVI*.** Professor HIRST. 2 points.

Prerequisite, Course **11**, or **12**, or **14**.

Not given in 1928-29.]

[**28 — Selections from Lucretius.** Professor McCREA. 2 points.

Prerequisite, Course **11**, or **12**, or **14**.

Not given in 1928-29.]

29-30 — Prose composition. Second course. Professor KNAPP. 2 points.
M. at 1.

Prerequisite, Course 19-20.

May be taken in connection with any other course, but not separately, except by special permission. This course may be taken for credit in two successive years.

[37, 38 — Plautus and Terence: *selected plays*; Cicero: *Tusculanae Disputationes I, De Senectute, De Amicitia*. Professor KNAPP. 6 points.

Prerequisite, Courses 21, 22 or 25, 26 or 27, 28.

Not given in 1928-29.]

Courses 37, 38 and 41, 42 will ordinarily be given in alternate years.

41, 42 — Latin literature. Professor KNAPP. 6 points.

Tu. and Th. at 3, and a third hour to be arranged (if possible, Th. at 1).

Prerequisite, Courses 21, 22 or 25, 26 or 27, 28.

General survey, with extensive reading, in Latin.

***139-140 — Prose composition.** Advanced course. Professor McCREA. 4 points.

Hour to be arranged.

Prerequisite, Course 29-30.

Open to specially qualified seniors.

See also under Classical Civilization, page 102.

HISTORY

A major in History. — Every student taking a major in history should elect in

History — Course 1-2 and at least two other general courses, such as those offered in ancient, medieval, English or American history (Courses 5, 6; 7, 8; 9, 10; 11, 12). She should then concentrate her attention on some special field in which to do work of a more advanced character, such as that offered in Courses 15, 16; 17, 18; 51, 52; 73, 74; 105, 106; 153, 154; 197, 198.

On account of the close relationship between the subject matter of history and that of government, a history major may offer as part of the 28 points of the major requirement 6 points in government selected from Courses 1, 2; 3, 4; 7, 8.

Other social sciences. — In view of the essential unity of the social sciences every major in history must elect also 6 points in each of two social sciences other than history: such election shall be from

Anthropology 3, 4; 109, 110;
Classical Civilization 51;
Economics 1, 2; 13, 14;
Government 3, 4; 7, 8; 11, 12;
Psychology 1;
Religion 3, 4;
Sociology 1, 2; 153, 154.

A history major must acquire a reading knowledge of some foreign language.

With her work in history she may combine work in other departments to make up a group of correlated courses on some large subject, such as ancient history and philosophy or art, modern history and international relations or sociology, English history and literature or government, American history and economics, the history of thought and culture.

Honors Course (see page 57): A candidate for honors will be examined both orally and by written paper on one of the following fields of history: ancient, medieval, modern European, English, American. In addition she will be expected to know something of the chief historians and their works in the various fields of history, as well as to have an appreciation of the types and methods of historical study and writing.

I. Introductory Course

1-2 — Survey of modern history from the discovery of America to the close of the Great War. Professor HUTTMAN, Mr. PEARDON, and Mr. SVELLE. 6 points for freshmen; 6 or 8 points for upperclassmen.

M., W. and F. at 9 (I), at 11 (II); Tu., Th. and S. at 9 (III), at 10 (IV).

Winter session: Foundations of modern Europe; political, economic and intellectual achievements from the fifteenth century to the eighteenth; the British, French and American Revolutions; the era of Napoleon and the Congress of Vienna. Spring session: The Industrial Revolution; rise of nationalism; social, intellectual and economic problems of the nineteenth century; imperialism and world politics; causes, character and consequences of the Great War.

II. General Courses

[5, 6 — The civilization of the ancient world. Mr. PEARDON. 6 or 8 points. The Orient, Greece and Rome. Class discussion of selected topics. *Not given in 1928-29.*]

7, 8 — Europe in the Middle Ages. Mr. PEARDON. 4 or 6 points. Tu. and Th. at 11.

The history of the Middle Ages from the decline of the Roman Empire to the rise of the national monarchies in western Europe; political movements and theories; social and economic organization; religious, intellectual and artistic life.

9, 10 — History of the American nation from colonies to world power. Professor EARLE and Mr. SVELLE. 6 or 8 points.

M., W. and F. at 9.

Foundations of American nationality in the colonial era; political and social aspects of the Revolution, the Confederacy and the Constitution; rise of democracy; conflict between nationalism and sectionalism; Civil War and reconstruction; modern industrialism and capitalism; foreign relations and American participation in the Great War.

11, 12 — Political and social history of England from the conquest to the World War. Professor HUTTMAN. 4 or 6 points.

Tu. and Th. at 2.

Life in medieval England; the making of the Constitution; Tudor England; the separation from Rome; the Elizabethan Age; the expansion of England. Political and social reforms of the nineteenth century; the Irish question; the Labour Party; international relations; the World War.

III. More Advanced Courses

[15, 16 — History of the ancient Orient and of Greece. Mr. PEARDON. 6 points.

A short survey of the ancient Orient; Greek civilization in its three "stages": Hellenic, Hellenistic and Hellenistic; fifth century Athens, as the highest type of Greek culture, and the Hellenistic Age, as the period of cultural transmission; a brief treatment of the rise of Rome and her conquest of the Mediterranean world.

Not given in 1928-29.]

17, 18 — History of Rome. Mr. PEARDON. 6 points.

M., W. and F. at 1.

A brief survey of the history of early Rome and the Republic and a more detailed study of the Empire.

51, 52 — Pre-war and post-war Europe. Professor HUTTMAN. 6 or 8 points.
M., W. and F. at 10.

Political and social development of France, Germany, Russia and Italy since 1890. The Near East; the new imperialism; partition of Africa; international relations; the World War; the Peace Conference; the new Europe.

[73, 74 — The British Empire. Professor HUTTMAN. 4 or 6 points.
Not given in 1928-29.]

Note: The following graduate courses in history, offered by the Faculty of Political Science, are open to seniors and specially qualified juniors. Written approval in advance of election and registration must be obtained from the chairman of the Barnard section of the Department of History. Ordinarily such approval will be granted only to students who have completed at least 18 points of history in Barnard, but in particular cases the department may consider as equivalent thereto other courses in the social sciences.

***105, 106 — History of European thought and culture.** Professor MUZZEY and MR. PEARDON. 6 points.

Tu. and Th. at 10 and a third hour to be arranged.

The intellectual development of man; the thought and culture of the ancient civilizations; the philosophy and institutions of the Middle Ages; birth of the scientific spirit, and subsequent movements and speculation in various fields of religious, social and intellectual interest.

***153, 154 — Social history of Western Europe from the middle of the eighteenth century to the present.** Professor HAYES and Mr. SAVELLE. 6 points.

Tu. and Th. at 2 and a third hour to be arranged.

Influence of social conditions, industrial changes and various schools of economic thought upon the internal politics of Great Britain, France and Germany. An interpretation of political history in the light of popular notions concerning social and economic phenomena.

[*197, 198 — History of American foreign relations. Professor EARLE and Mr. SAVELLE. 6 points.

International relations of the American people from independence to world power. An attempt to understand the expansive forces of American national life in their relation to an evolving foreign policy. An analysis of the varied international interests of Americans and of such representative policies as isolation, the Monroe Doctrine, the open door, and the freedom of the seas.

Not given in 1928-29; to be given in 1929-30.]

Other courses in History numbered **100-200**, offered by the Faculty of Political Science, may be taken by specially qualified Barnard seniors with the approval of the department.

HYGIENE

A1 (or A2) — Personal hygiene — Dr. ALSOP. 2 points.

Winter session only: **A1** — M. and W. at 11 (I); Tu. and Th. at 2 (II).

Spring session only: **A2** — M. and W. at 1 (I); Tu. and Th. at 11 (II).

Prescribed for freshmen.

A study of the laws of health.

ITALIAN. See Romance Languages and Literatures.

LATIN. See Greek and Latin.

MATHEMATICS

The courses in mathematics are arranged in two sequences, either of which is suitable for students electing mathematics as a cultural subject.

Sequence A is designed for students whose major interest lies in mathematics or in physics. In the courses of this sequence emphasis is placed on the formal and logical development of the subjects and also on the technique of operations and processes involved.

Sequence B is designed to meet the needs of students whose major interest lies in natural science other than physics, or in the social sciences. In the courses of Sequence B emphasis is placed on the practical application of elementary mathematics in the fields of science and social science. The cultural and vocational aspects of trigonometry, analytic geometry, the calculus, elementary mathematical statistics and graphical methods are stressed.

The arrangement of courses in both sequences admits of considerable flexibility. For example, a student who has elected in her freshman year courses in Sequence B can, without any handicap, change to Sequence A at the beginning of her sophomore year. A similar shift may be made from Sequence A to Sequence B.

A major in Mathematics.—Under the new curriculum students majoring in mathematics will be required to take in

Mathematics — 28 points selected from Sequence A and including Courses 133, 134 or 135, 136. With the approval of the department, courses in Sequence B may also count toward the major.

Other fields — The work will vary with the special interest of the student and must be arranged in consultation with the major department.

Honors Course (See page 57). — The comprehensive examination assumes (a) a general knowledge of algebra, geometry and analysis; (b) a more thorough acquaintance with one of these divisions and of a special field within it; (c) familiarity with the history and literature of mathematics, including the ready use of French and German texts; (d) a fair knowledge of a second subject approved by the department and selected from a list including the sciences generally as well as other appropriate departments of knowledge. For further information and adjustment of requirements to individual cases, candidates should consult the officers of the department.

Sequence A

1 (or 2r) — Trigonometry. Professor KASNER, Dr. HOFMANN, Mr. UPDIKE, and Mr. ———. 3 points.

Winter session only: **1** — M., W. and F. at 11 (I), at 2 (II).

Spring session only: **2r** — Tu., Th. and S., at 10.

22 (or 21r) — Analytical geometry. Professor KASNER, Mr. UPDIKE, and Mr. ———. 3 points.

Winter session only: **21r** — Tu., Th. and S. at 11.

Spring session only: **22** — M., W. and F. at 11 (I), at 2 (II).

Prerequisite, Course **1** or Course **7**, Sequence B.

Introduction to the analytic geometry of the plane and of space.

6 — Solid geometry and spherical trigonometry. Mr. UPDIKE. 3 points.

Tu., Th. and S. at 11.

Prerequisite, Course **1** or Course **7**, Sequence B.

A study of the usual theorems on lines, surfaces and solids. The spherical triangle and its solution.

23–24 — Algebra and theory of equations. Mr. UPDIKE. 6 points.

M., W. and F. at 3.

Prerequisite, Course **22** or Course **7–8**, Sequence B.

Complex numbers, theory of equations, determinants, series and exponential functions, partial fractions, polynomial interpolations, mathematical induction.

27 — Projective geometry. Professor MULLINS. 3 points.

M., W. and F. at 2.

Prerequisite, Course 22 or Course 7-8, Sequence B.

A synthetic treatment of the essential topics of projective geometry developing the principal theorems on conic sections and ruled surfaces of the second order.

30 — See Sequence B.

31-32 (or 32r-31r) — Calculus. Professor MULLINS, Drs. SMITH and HOFMANN. 6 points.

Beginning in September: **31-32** — M., W. and F. at 9 (I); Tu., Th. and S. at 10 (II).

Beginning in February: **32r** — Tu., Th. and S. at 11.

Prerequisite, Course 22 or Course 7-8, Sequence B.

Differential and integral calculus.

33 — Calculus. Dr. HOFMANN. 3 points.

M., W. and F. at 2.

Prerequisite, Course 31-32.

Continuation of the study of calculus. Differential equations.

43 — The theory of space and time. Dr. SMITH. 3 points.

M., W. and F. at 3.

Prerequisite, Course 31-32.

Foundation of Euclidean geometry; transformations, vectors, and tensors; non-Euclidean geometry; the special theory of relativity.

[**45 — Analytic geometry of three dimensions.** Dr. SMITH. 3 points.

Prerequisite, Course 31-32.

Not given in 1928-29.]

56 — Differential equations. Dr. SMITH. 3 points.

M., W. and F. at 3.

Prerequisite, Course 33.

An elementary course in differential equations.

133, 134 — Fundamental concepts of modern mathematics. Dr. HOFMANN (Course 133), Professor KASNER, (Course 134). 6 points.

M., W. and F. at 11.

Prerequisite or parallel, Course 31-32.

Some of the results of recent investigation, especially in their bearing on elementary mathematics: Euclidean and higher constructions; dimensionality and co-ordinates; the geometry of motion, transformations, groups and invariants; the concepts of number and function; infinity and the theory of assemblages; the theory of relativity.

[**135, 136 — General introduction to higher mathematics.** Professor KASNER. 6 points.

Prerequisite or parallel, Course 31-32.

Development of the number system. Functions of a real variable, infinite series, differential equations, including graphical methods. Complex and hypercomplex numbers, vector geometry, conformal representation. Groups, finite and continuous. Non-Euclidean and n -dimensional geometry. Mathematical physics.

Not given in 1928-29.]

Sequence B

7-8 — Mathematical analysis. Professor MULLINS, Mr. UPDIKE and ———. 6 points.

M., W. and F. at 9 (I), at 10 (II); Tu., Th. and S. at 9 (III).

Winter session: Co-ordinates, graphs, frequency curves, index notation, common logarithms and their application, trigonometry and its application.

Spring session: Analytic geometry: the straight line, the circle, the conic sections, and exponential curves. Elementary treatment of the calculus and its application in finding rates, maximum and minimum values and areas. Graphical solution of polynomial equations.

[10 — Elementary mathematics of statistics. 3 points.

Prerequisite, Course 7-8.

Permutations, combinations and probability, plotting of distributions, smoothing, averages and dispersion, correlation coefficient, normal distribution, least squares and curve fitting.

Not given in 1928-29.]

30 — Graphical and numerical methods. Professor MULLINS. 3 points.

M., W. and F. at 2.

Prerequisite, Course 7-8 or Course 22, Sequence A.

Nomographic charts for calculation, solution of equations by graphical and numerical methods, numerical integration, numerical solutions of differential equations.

MINERALOGY. See *Geology and Mineralogy*.

MUSIC

A major in Music. — Under the new curriculum students with a major in music will select one of two fields:

- A — the technical side of musical theory; or
- B — the analytical and critical study of music.

Students majoring in the *technical side of music* must take in

Music — Courses 7, 8; e9-e10; 11, 12; 13, 14; 101, 102.

Other fields — Courses to be arranged in conference with the major department.

Those majoring in the *analytical and critical study* must take in

Music — Courses 1, 2; 3, 4; 21, 22; 103, 104.

Other fields — Courses in English literature, history of fine arts, French, German and Italian (both the languages and the literatures), and the philosophy of art.

***1-2 — General musical course.** Professor MASON. 4 points.

Tu. and Th. at 11.

This course requires no previous knowledge of music.

History of music from Palestrina to the death of Beethoven, with illustrations.

***3-4 — General musical course, advanced.** Professor MOORE. 4 points.

M. and W. at 10.

Students are advised, though not required, to take Course 1-2 or its equivalent before Course 3-4.

Discussion of modern music.

***7, 8 — Harmony.** Professor BINGHAM and Mr. HOUGH. 6 points.

M., W. and F. at 1.

Prerequisite, a knowledge of musical notation, an accurate ear, and the ability to play simple chord successions on the piano.

***11, 12 — Counterpoint.** Professor BINGHAM. 4 points.

Tu. and Th. at 10.

Prerequisite, Course 7, 8.

***13-14 — Composition.** Professor BINGHAM. 4 points.

Tu. and Th. at 9.

Students are advised, though not required, to take Course e9-e10 before Course 13-14.

Study of canon and fugue with practice in writing these forms. Freer compositions are made for organ, piano, and chamber-music groups.

***21-22 — Masterpieces of Music.** Professor MOORE. 4 points.

Tu. and Th. at 2.

Open to a limited number of students with the consent of the instructor.

Designed to succeed Courses 1-2 and 3-4. Analytical and historical studies of selected great musical compositions.

Other courses given at Columbia University are described in the Announcement of the Department of Music. For a course in advanced harmony students are referred to the extension course, Music e9-e10.

PHILOSOPHY

A major in Philosophy. — Under the new curriculum, students majoring in philosophy will be required to take in

Philosophy — Courses 1; 12; 61-62; and other courses to be arranged in consultation with the department.

Other fields — Psychology 1 and other courses which will vary with the special interest of the student, and should be arranged in consultation with the major department.

Honors Course (see page 57). — The comprehensive examination for students in the honors course assumes: (a) general knowledge of the history of European philosophy and a first-hand acquaintance with the principal writings of one ancient and two modern philosophers; (b) familiarity with the four main types of cosmological theory and a special knowledge of one of them; (c) acquaintance with the facts and theories of general esthetics and familiarity with their special application to one of the arts (d) some proficiency in the theory and practice of formal logic; (e) knowledge of the history and problems of ethical theory; (f) the equivalent of at least 6 points of psychology and at least 12 points of intensive work in some branch of natural science, social science or literature, such cognate study to be chosen and carried on in consultation with the Department of Philosophy.

1 (or 2) — Introduction to philosophy. Professors MONTAGUE and PARKHURST and Dr. MCGILL. 3 points.

Winter session: 1a — M., W. and F. at 9.

1b — M., W. and F. at 10.

1c — M., W. and F. at 3.

Spring session: 2a — M., W. and F. at 9.

2b — M., W. and F. at 10.

2c — M., W. and F. at 2.

Under the old curriculum, one of the foregoing sections is prescribed for seniors unless Course 61-62 is taken instead.

3-4 — Logic, inductive and deductive. Professor MONTAGUE. 4 points.

F. at 11.

A brief survey of the principles of definition and classification, of syllogistic reasoning and of Mill's canons of induction.

12 — The metaphysics of vitalism and pragmatism. Professors MONTAGUE and PARKHURST. 3 points.

M., W. and F. at 10.

Prerequisite, Course A or 1 or 61.

A study of McDougall, Bergson, James and Schiller.

21-22 — Ethics, individual and social. Professors MONTAGUE and PARKHURST and Dr. MCGILL. 6 points.

M., W. and F. at 1.

Open to juniors and seniors, and, after consultation with the department, to specially qualified sophomores.

The course will include three distinct lines of inquiry: (1) the history of the traditional philosophic theories of good and evil and the more psychological problems of ethics; (2) the specifically social problems and the ethical ideals implicit in such movements as socialism and feminism, nationalism and democracy; (3) the analysis of ethical situations by the case method; the study of a few modern Utopias.

41-42 — General esthetics. Professor PARKHURST. 6 points.

Tu. and Th. at 9.

Open to juniors and seniors and to specially qualified sophomores.

A study of the tragic, the comic, the sublime and the beautiful and a psychological analysis of the origins, interrelations, subject-matter and purpose of the arts, with special emphasis upon the laws of color harmony, rhythm and symmetry as exemplified in the major arts, such as architecture, sculpture, painting and music, and in the minor arts such as dress and interior decoration.

43-44 — Investigations in esthetics. Professor PARKHURST. 4 points.

Th. at 10.

Open to students who have taken Course 41-42 or its equivalent.

A treatment of certain general problems, such as rhythm, and of certain specific problems of the particular arts, such as poetic imagery.

51-52 — Symbolism. Professor PARKHURST. 4 points.

Tu. at 10.

A study of the use of symbols in art, religion and speech.

61-62 — The history of philosophy. Professor MONTAGUE and Dr. MCGILL. 6 points.

M., W. and F. at 9.

Open to juniors and seniors, and, after consultation with the department, to specially qualified sophomores. Under the old curriculum, Course 61-62 may be substituted by seniors for Course A or 1.

66 — Philosophy of religion. Professor BUSH and assistant. 3 points.

Tu. and Th. at 11, and a third hour to be arranged.

Open to juniors and seniors.

79 — Contemporary philosophy. Professor PARKHURST. 3 points.

M., W. and F. at 11.

Prerequisite, Course A or 1 or 61-62.

PHYSICAL EDUCATION

A physical and medical examination is required of all entering students.

A1, A2 — Graded gymnastics. 2 hours.

M. and W. at 10 (I), at 11 (II), at 2 (III), at 3 (IV).

And athletics, games, dancing or swimming. 1 hour.

Hour to be arranged on Tu., Th. or F.

Prescribed for freshmen.

A course in personal (Hygiene A) is also prescribed for freshmen.

As soon as possible after the medical and physical tests are completed, each freshman will be given a motor ability test. As a result of these three tests, each student will be given a *physical efficiency* rating which will be used as a basis for deciding the type of physical activity the student will enter. A *high physical efficiency rating* will make it possible for a student to *elect* her type of activity after the first term.

A medical and physical examination is required at the end of the spring session.

A student entering as a Freshman in February must complete her freshman requirement before beginning Course C.

B1, B2 — Gymnastics and other activities. 2 hours.

Tu. and Th. at 10 (I), at 11 (II), at 2 (III), at 3 (IV).

The type of activity offered will vary with the season.

And athletics, games, dancing or swimming. 1 hour.

Hour to be arranged on M., W. or F.

Prescribed for sophomores.

C1, C2 — Athletics, games, dancing, swimming or prescribed work, to be elected in any authorized activity, depending upon the student's physical condition. Specific work will be prescribed only in special cases. 2 hours.

Hours to be arranged.

Prescribed for juniors.

D1, D2 — Athletics, games, dancing, and swimming. Substitution of approved activities will be allowed in special cases. 2 hours.

Hours to be arranged.

Prescribed for seniors.

Students wishing to qualify as camp councillors or social workers are urged to choose their electives accordingly.

The Red Cross Life Saving Course and tests will be given each session and may be counted as a regular elective for juniors and seniors.

101, 102 — Graded gymnastics, dancing, organized games, swimming, for women graduate students under the Faculties of Philosophy, Political Science and Pure Science, and women students in the professional schools of the University. 3 hours. 2 points.

All regular sections are open provided the registration is not already filled by undergraduate students.

The prescribed gymnasium and field costume consists of dark blue bloomers, white sailor blouses trimmed with class colors, black sailor ties, and high white tennis shoes. Approximate cost, \$8. Swimming suits, \$1.25. For further information inquire at Room 209, Barnard Hall.

PHYSICS

A major in Physics. — Under the new curriculum students majoring in physics will be required to take in

Physics — Courses to be arranged in consultation with the department.

Other fields — Mathematics: analytics, differential and integral calculus, and if possible, differential equations.

Chemistry — 1 year's work.

A reading knowledge of French and German by the beginning of the junior year.

A course in another natural science.

Honors Course (see page 57). — The comprehensive examination assumes, in addition to the requirements for students majoring in physics, that the students have supplemented the ground covered in the announced courses by (a) readings and reports on the theory and wider applications in various fields; (b) readings and reports upon the history of the development of important principles, including some study of the lives of principal contributors to the development of the science; (c) more advanced laboratory experiments in some field; (d) the independent solution of some theoretical or experimental problem in the field of major interest.

11-12 — General physics. Professors MALTBY and LANGFORD and Miss TOWNSEND. 8 points.

M., W. and F. at 11 and 2 hours of laboratory work Tu., 9-12, F., 1-5 and at hours to be arranged. Pre-medical students are required to take 3 hours of laboratory work, 9 points.

Open to all students.

31 — Mechanics. Professor LANGFORD. 4 or 5 points.

M., W. and F. at 9 (or hours to be arranged) and 2 or 4 hours of laboratory work.

Prerequisite, Course 11-12, except by special arrangement.

32 — Heat and properties of matter. Professor LANGFORD. 4 or 5 points.

M., W. and F. at 9 (or hours to be arranged) and 2 or 4 hours of laboratory work.

Prerequisite, Course 31, except by special arrangement.

33 — Sound. Professor MALTBY. 4 points.

Hours to be arranged for 3 lectures or discussions and 2 hours of laboratory work.

Prerequisite, Course 11-12.

34 — Light. Professor LANGFORD. 4 or 5 points.

Hours to be arranged for 3 lectures or discussions and 2 or 4 hours of laboratory work.

Prerequisite, Course 11-12.

35 — Electricity and magnetism. Professor LANGFORD. 4 or 5 points.

M., W. and F. at 1 and 2 or 4 hours of laboratory work.

Prerequisite, Courses 31 and 32, except by special arrangement.

36 — Electricity. Professor LANGFORD. 4 or 5 points.

M., W. and F. at 1 and 2 or 4 hours of laboratory work.

Prerequisite, Course 35.

37, 38 — Supplementary laboratory work in mechanics, heat, light, or electricity to meet the needs of individual students may be arranged in consultation with the instructor. Professor LANGFORD.

Credit will be given according to the amount of work accomplished.

137 — History of the development of some fundamental theories in physics. Professor MALTBY. Readings, reports and discussions. 3 points.

Hours to be arranged.

Prerequisite, some of the advanced courses in physics.

This course is designed to give the students a more comprehensive view of the development of certain fundamental theories, of the experiments which have been crucial, and the bearing of experimental evidence from various fields of physics upon these theories.

138 — Theory of electricity. Professor MALTBY. Readings, reports and discussions. 3 points.

Hours to be arranged.

Prerequisite, Courses 35, 36.

PSYCHOLOGY

A major in Psychology. — Under the new curriculum students majoring in psychology will be required to take in

Psychology — the following 24 points, Courses 1, 7-8, 19-20, 21-22, 25 and the 4 other points with advice of the department.

Other fields — the following definite courses: 1 year in philosophy (6 points); 1 year (8 points) fundamental course, with laboratory, in either zoölogy, chemistry, physics or botany.

Certain other work in social sciences, languages, literature, mathematics, fine arts or education, which will vary with the special interests of the student and should be arranged in consultation with the major department.

Honors Course (see page 57). — The comprehensive examination for students in the honors course assumes: (a) knowledge of systematic, experimental, comparative, developmental, abnormal and physiological psychology; (b) special familiarity with experimental techniques, methods of mental measurement, and some field of psychotechnic application; (c) first-hand acquaintance with the history, literature and current status of some particular problem, and an original effort to investigate some question relating thereto; (d) collateral knowledge of

1. Two related fields, — as zoölogy, physiology, philosophy, sociology, education, anthropology.
2. The French and the German languages, and statistical methods, in so far as these are implied by the foregoing requirements.

1 (or 2) — Introduction to psychology. Professor GATES and Dr. JERSILD. 3 points.

Winter session: **1a** — M., W. and F. at 9.

1b — M., W. and F. at 10.

1c — M., W. and F. at 2.

1d — Tu., Th. and S. at 10.

Spring session: **2a** — M., W. and F. at 9.

2b — M., W. and F. at 10.

2c — M., W. and F. at 1.

2d — Tu., Th. and S. at 10.

Under the old curriculum, one of the foregoing sections is prescribed for seniors unless Philosophy 61-62 is taken instead.

An introduction to the chief facts, principles and problems of normal adult psychology, through systematic study of a text, lectures, exercises and reading in special fields.

Educational psychology. Professors HOLLINGWORTH and GATES and Dr. JERSILD. 3 points either term. See Education 07A or 08A (page 89).

7-8 — Experimental psychology. Professor HOLLINGWORTH and assistants. 8 points.

Tu. and Th. at 11 and 4 hours of laboratory work on Tu., 2-5, W., 9-12 or 1-4, Th., 2-5, F., 1-4, and any one hour on M., or on Tu. at 9 or 10.

Prerequisite, Course A or 1.

The course presents the chief problems, methods and results of experimental psychology. Each student conducts a series of typical individual experiments, participates in certain group experiments, prepares systematic reports of results and becomes familiar with the literature of experimental psychology.

19 — Developmental psychology. Professor HOLLINGWORTH. 3 points.

Tu. and Th. at 9.

Prerequisite, Course A or 1.

A survey of mental origins, of the developmental stages of human life through infancy, childhood, youth, maturity and old age, with special reference to biological, psychological and social factors in individual growth and adjustment. Reading, questions, reports and discussion.

20 — Abnormal psychology. Professor HOLLINGWORTH. 3 points.

Tu. and Th. at 9.

Prerequisite, Course 7 or 19.

A general survey of the field of psychopathology, the history of the subject, the more common forms of mental inadequacy and disturbance, and their psychological interpretation. Lectures, reading, lantern slides and case studies.

21 — Applications of psychology. Professor GATES. 2 points.

Th., 2-4.

Prerequisite, Course A or 1.

A survey of the applications of psychology in daily life and in practical fields, with special attention to methods of mental measurement as employed in clinics, schools, personnel selection and vocational direction.

22 — Comparative psychology. Professor GATES. 2 points.

Th., 2-4.

Prerequisite, Course A or 1.

The psychology of animals and of primitive races is studied with a view to understanding their relation to the mental life of civilized man.

25 — Social psychology. Dr. JERSILD. 3 points.

M., W. and F. at 10.

Prerequisite, Course A or 1.

Studies of the psychology of social relations, institutions, conventions, of native and acquired forms of social behavior, analysis of differences in groups as determined by sex, race and environment. Lectures, reports and discussions.

118 — Psychology of feeling and emotion. Dr. JERSILD. 3 points.

M., W. and F. at 10.

Prerequisite, at least 6 points in psychology.

Lectures, reading and reports on the nature, function and physiological basis of feeling and emotion in human and animal life, and the rôle of affective processes in such fields as social adjustment, mental hygiene, the fine arts, religion.

RELIGION

1, 2 — The Bible. Chaplain KNOX. 4 points.

Tu. and Th. at 11.

Course 2 is a continuation of Course 1, but either course may be taken separately.

A thorough study of the Bible in the light of modern scholarship. Class-room exercises will follow a printed syllabus.

Winter session: How the Old Testament was written, the stories of Genesis, their origin and meaning, the decalogue and other ancient codes, the lives and teachings of the prophets; the growth of religious ideas and ethical standards throughout Biblical history.

Spring session: The books of Job, Jonah and Daniel of the Old Testament, and the study of the New Testament; how the Gospels were written and their content; also the letters of Paul and the Book of Revelation.

3, 4 — A study of religions. Professor FRIESS. 4 or, with the permission of the instructor, 6 points.

Tu. and Th. at 2.

Open to all excepting freshmen.

Selections from the world's sacred writings, religious practices, art, and ideas interpreted so as to throw light upon the nature and functions of religion in human experience. Selections in the winter session will be drawn principally from Far Eastern religions; in the spring session, from the Western World, ancient, medieval and modern.

ROMANCE LANGUAGES AND LITERATURES

French

A major in French. — Under the new curriculum students with a major in French will be required to take in

French — Courses 11, 12; 19, 20 (old number 17, 18); 27, 28 or 29, 30 (old number 19, 20), the other courses to be arranged in consultation with the department.

Other fields — Courses which will vary with the special interest of the student and should be arranged in consultation with the major department.

Honors Course (see page 57). — The comprehensive examination assumes (a) the ability to use French correctly as a mode of expression both in speaking and in writing; (b) a general knowledge of the history of French literature from its origin to the present day; (c) a more thorough knowledge of a century or period.

Students are also expected to show that they have followed courses in history and philosophy, and that they have a reading knowledge of Italian or Spanish, and a working knowledge of German.

(Note: If need be, a parallel course for honors could be arranged for students wishing to make Spanish or Italian their subject of major interest.)

(See also *Introduction to the Science of Language*, p. 122.)

In the old curriculum under the requirements in Foreign Languages (see p. 56) no French courses are prescribed and none can therefore automatically excuse the student from the departmental test in the major requirement. Courses 1b, 2b and 3, 4 would probably enable a student to pass the special language test, if French is chosen as a major language. The minor requirement can be satisfied in French by a satisfactory grade in intermediate entrance French or by a grade of C or better in Course 1a-2a.

Language Courses

1a-2a — Elementary course. Miss NOLLET. 3 recitations, 2 hours of practical work. 8 points.

M., Tu., W., Th. and F. at 9.

Phonetics, grammar, reading, conversation.

1b, 2b — Reading, composition, syntax, phonetics. Misses PRENEZ and BIÉLER. 6 points.

M., W. and F. at 1 (I); Tu., Th. and S. at 9 (II).

Prerequisite to Course 1b, Course 1a-2a or elementary entrance French.

Prerequisite to Course 2b, Course 1b or intermediate entrance French.

3, 4 — Modern French prose; review of grammar; phonetics. Misses BIÉLER and NOLLET and Dr. VAILLANT. 6 points.

M., W. and F. at 9 (I), at 10 (II), at 2 (III); Tu., Th. and S. at 9 (IV), at 10 (V).

Prerequisite, Course 2a with a grade of at least B or Course 2b or intermediate entrance French.

5, 6 — Practical phonetics applied to French. Professor LOISEAUX. 2 hours. 2 points.

M. and W. at 2.

Prerequisite, Course 2b or any higher course. This course is divisible only for students who are taking another French course.

In Course 6, a series of conferences will be arranged for seniors who intend to teach French.

7-8 — Intermediate French composition. Professor LEDUC, Misses PRENEZ and BIÉLER and Dr. VAILLANT. 4 points.

M. and W. at 9 (I), at 10 (II); Tu. and Th. at 10 (III), at 11 (IV).

Prerequisite, Course 2b with a grade of A, or Course 3, 4 or intermediate entrance French.

Review of French syntax; study of prose construction; dictation and conversation.

9, 10 — Advanced French composition.¹ Professor LEDUC. 4 points.

Tu. and Th. at 11.

Open to students only after consultation with the instructor. Limited to 20 students.

Intended for students with a fair knowledge of French who desire further practice in descriptive and narrative writing, oral composition, and the rendering of English texts into French.

9a, 10a — Advanced conversation.¹ Miss NOLLET. 2 points.

Th. at 1.

Open to students only after consultation with the instructor. Limited to 15 students. Divisible only for students who are taking another French course.

Discussion and reports on assigned readings.

Literature Courses

Students are reminded that the ability to use French both in speaking and writing is considered a general requirement for all literature courses.

11, 12 — General introduction to the study of French literature. Professor LEDUC, Misses PRENEZ and BIÉLER and Dr. VAILLANT. 6 points.

M., W. and F. at 9 (I), at 10 (II), at 1 (III); Tu., Th. and S. at 10 (IV).

Prerequisite, Course 3, 4 or a high rating in intermediate entrance French or its equivalent.

A survey of French literature, including the reading of at least one work from each leading author from the seventeenth century to the present time. Reading, composition, lectures.

¹ Conducted entirely in French.

GROUP A

Prerequisite, Course 11, 12 or its equivalent.

13, 14 (old number **21, 22**) — Outlines of French history.¹ Professor LOISEAUX.
2 points.

F. at 11.

Prerequisite, Course 3, 4 or its equivalent.

A survey of the important events of French history with special emphasis on their relation to literature.

15, 16 — French literature in the nineteenth century to 1870.¹ Dr. VAILLANT.
6 points.

M., W. and F. at 10.

Development of lyric poetry, the novel and the theatre during the romantic movement.

17, 18 (old number **13, 14**) — French literature from 1870 to the present day.¹
Miss PRENEZ. 6 points.

M., W. and F. at 11.

A study of the various tendencies and literary developments which occurred during the latter part of the nineteenth century and the beginning of the present century.

19, 20 (old number **17, 18**) — French literature in the seventeenth century.
Professor LOISEAUX. 6 points.

M., W. and F. at 10.

The political, social and artistic life of the country as expressed in the works of the great writers of the classical period.

[21, 22 — History of the French novel.¹ Professor LEDUC. 6 points.

Not given in 1928-29.]

23, 24 — History of the French drama.¹ Professor MULLER. 6 points.

M., W. and F. at 2.

General survey of the development of the French drama from its origin to the present time; the most representative plays of the different periods.

GROUP B

Prerequisite, 6 points of Group A except by special permission.

[25, 26 — Development of French lyric poetry.¹ Miss PRENEZ. 4 or 6 points.

Not given in 1928-29.]

27, 28 — Old French.¹ Professor MULLER. 4 points.

Tu. and Th. at 2.

Reading of texts from the time of the *Chanson de Roland* to the fifteenth century, with emphasis on works having a special bearing on English literature.

¹ Conducted entirely in French.

29, 30 (old number 19, 20) — French literature in the sixteenth century.¹ Professor LEDUC. 4 or 6 points.

Tu. and Th. at 10.

The literature of the sixteenth century with readings from Rabelais, Ronsard, Montaigne, etc.; the development of humanism and foreign influences.

31, 32 (old number 25, 26) — History of French civilization.¹ Professor LOISEAUX. 4 points.

M. and W. at 11.

Open to students only after consultation with the instructor.

General survey of the development of French civilization from the Roman conquest to the present day; the political, artistic, literary and scientific activities of the French people in the formation of their national life, and their contribution to human progress.

***113, 114** — French literature in the eighteenth century.¹ Professor LOISEAUX. 6 points.

M. and W. at 3.

Prerequisite, Course 19, 20 (old number 17, 18).

The spirit of the eighteenth century and its influence on the French Revolution and modern thought will be studied in the lives and works of Montesquieu, Voltaire, Rousseau, the Encyclopedists and the minor writers.

Other courses given at Columbia University are described in the Announcement of the Division of Modern Languages and Literatures.

Italian

A major in Italian. — The major will vary with the needs of the individual student and should be arranged in consultation with the department.

Language Courses

1a-2a — Elementary course. Mr. RICCIO. 6 points.

M., W. and F. at 1.

Grammar, reading, composition.

This course may not be taken at the same time as Spanish 1a-2a.

1b, 2b — Grammar, composition and reading. Mr. RICCIO. 6 points.

M., W. and F. at 9.

Prerequisite, Course 1a-2a or elementary entrance Italian; recommended as parallel, Course 11-12.

11-12 — Italian conversation. Mr. RICCIO. 1 point if taken for the winter and the spring session; no credit if taken for either session separately.

Th. at 1.

Prerequisite, Course 1a-2a or its equivalent; recommended as a parallel to Course 1b, 2b.

Literature Courses

13, 14 — Modern Italian literature.² Professor BIGONGIARI. 6 points.

M. and W. at 2 and fortnightly conferences.

Prerequisite, Course 1b, 2b.

Reading and discussions of the most significant works of the nineteenth century and contemporary Italy.

¹ Conducted entirely in French.

² Conducted entirely in Italian.

***101-102 — Introduction to the study of Italian literature.¹** Professor BIGONGIARI. 6 points.

M., W. and F. at 3.

Open to students only after consultation with the instructor.

The thirteenth century religious, philosophical and scientific movements in connection with Dante; humanism from Petrarch to Ficino; philosophical and scientific renaissance from Leonardo to Galileo; the Reformation and the Counter-Reformation.

***105-106 — Survey of Italian literature from beginnings to 1900.** Mr. RICCIO. 6 points.

S., 11-12:40.

Prerequisite, Course 1b, 2b.

This course aims to bring out, through a study of the most significant works, the chief characteristics of the various epochs of Italian literature, the evolution of Italian thought and literary ideals. Designed also for students wishing to study the cross-currents between Italian and other Romance literatures. Readings and discussions.

Other courses given at Columbia University are described in the Announcement of the Division of Modern Languages and Literatures.

Spanish

A major in Spanish. — Under the new curriculum students majoring in Spanish will be required to take in

Spanish — Courses 1b, 2b; 7, 8; 13, 14; 21, 22; 17, 18, and either 19, 20 or a more advanced course to be chosen in consultation with the department.

Other fields — Courses will vary with the special interest of the student and should be arranged in consultation with the major department.

Language Courses

1a-2a — Elementary course. Professor MARCIAL-DORADO and Miss CASTELLANO. 6 points.

M., W. and F. at 9 (I), at 11 (II).

Grammar, reading, composition.

This course may not be taken at the same time as Italian 1a-2a.

1b, 2b — Advanced course. Miss CASTELLANO. 6 points.

M., W. and F. at 1.

Prerequisite, Course 1a-2a.

A rapid review of grammar and syntax, the reading of typical works by modern authors; also composition and conversation.

7, 8 — Spanish composition. Miss CASTELLANO. 4 points.

M. and W. at 11.

Prerequisite, Course 1b.

[11-12 — Spanish conversation. Miss CASTELLANO. 1 point if taken for the winter and the spring session; no credit if taken for either session separately.

Prerequisite, Course 1a-2a or 1b, 2b.

Not given in 1928-29.

¹ Conducted entirely in Italian.

Literature Courses

13, 14 — Practical course and introduction to Spanish literature.¹ Professor MARCIAL-DORADO. 6 points.

M., W. and F. at 10.

Prerequisite, Course 1b, 2b.

Lectures on the history of Spanish literature and reading of selected works by representative authors, particularly Cervantes, Lope de Vega and Calderón; discussions and reports.

15-16 — The Spanish drama of the Golden Age.¹ Miss CASTELLANO. 4 points.

Tu. and Th. at 11.

Prerequisite, Course 13, 14.

General survey of the development of the Spanish drama from its origin to the present time; reading and discussion of representative plays.

17-18 — History of Spanish literature in the nineteenth century.¹ Miss CASTELLANO. 4 points.

Tu. and Th. at 10.

Prerequisite, Course 13, 14.

Winter Session: The romantic movement and lyric poetry. Spring Session: Development of the novel.

19, 20 — Spanish civilization.¹ Professor MARCIAL-DORADO. 4 points.

M. and W. at 9.

Prerequisite, Course 13, 14 or the permission of the instructor.

A survey of the historical development of Spanish civilization and its significance in the life of the world to-day; the various aspects of Spanish culture—literary, artistic, political and economic.

21-22 — Contemporary movements in Spanish literature.¹ Professor MARCIAL-DORADO. 4 points.

F. at 9 and a second hour to be arranged.

Prerequisite, Course 13, 14.

Other courses given at Columbia University are described in the Announcement of the Division of Modern Languages and Literatures.

SCIENCE OF LANGUAGE

1, 2 — Introduction to the Science of Language. Professor GRAY. 4 points.

Tu. and Th. at 2. 308 Philosophy.

Open to all excepting freshmen.

Winter session: The nature and universal principles of language, its physiological and psychological foundations, and its relations to the various phenomena of human civilization; classification, distribution and characteristics of the types of language.

Spring session: Survey of the Indo-European languages; sound-changes and sound-laws; outlines of inflexion and syntax; development of the meaning of words.

The entire course is designed to give students in classics, modern languages, and English a general scientific knowledge of the principles common to all languages, particularly as found in the Indo-European group, and thus to aid them, in gaining a better understanding of the languages in which they are specializing.

¹ Conducted entirely in Spanish.

SLAVONIC LANGUAGES

Russian

***1-2 — Elementary Russian.** Professor MANNING. 6 points.
Tu., Th. and S. at 10.

An introductory course in language and literature.

***113, 114 — The Russian novelists.** Professor MANNING. 6 points.
M. and W. at 3.

Open to students not familiar with Russian.

A study of the works of Turgenev, Tolstoy and Dostoyevsky with special reference to their ideas, their artistic methods and their influence on Russia.

Other courses given at Columbia University are described in the Announcement of the Division of Modern Languages and Literatures.

SOCIOLOGY. See Economics and Sociology

SPANISH. See Romance Languages and Literatures

ZOÖLOGY

A major in Zoölogy. — Under the new curriculum students majoring in zoölogy will be required to take in

Zoölogy — Course 1-2, and other courses in combination or sequence which will vary with the individual interest and purpose of the student and should be arranged in consultation with the department.

Other fields — The work will vary with the special interest of the student and should be arranged in consultation with the major department.

1-2 — General biology and general zoölogy. Elementary Course. Professors CRAMPTON, GREGORY and LOWTHER, Dr. AUSTIN, Misses HOOK and TEWINKEL. 8 points.

Tu. and Th. at 2 and 4 hours of laboratory work, Tu. and Th., 3-5, or Tu. and Th., 9-12, or W. and F., 1-4.

Open to seniors, juniors, sophomores and specially qualified freshmen.

[5-6 — Heredity and evolution. Professor CRAMPTON. 4 points.

Prerequisite, Course 1-2.

Not given in 1928-29.]

13 — Histology and histological methods. Mrs. FORBES. 5 points.

M. and W. at 1 and 6 hours of conferences and laboratory work, M., W. and F., 2-5.

Prerequisite, Course 1-2.

14 — Embryology and embryological methods. Professor CRAMPTON and Mrs. FORBES. 2, 3 or 5 points, according to amount of work to be arranged with the department before registration.

M. and W. at 1 and 6 hours of conferences and laboratory work, M., W. and F., 2-5.

Prerequisite, Course 1-2.

97-98 — Comparative morphology and physiology of vertebrates. Professors GREGORY and LOWTHER and Miss Hook. 10 points.

W. and F. at 10 and 6 hours of laboratory work, Tu., 2-5; Th., 1-4.

Prerequisite, Course 1-2 and Chemistry 5-6.

Practical course in dissection and experimentation, with special reference to the mammalia. Recommended for pre-medical students and technicians.

101 — General zoölogy: invertebrates. Advanced course. Professors CRAMPTON and LOWTHER. 6 points.

M., W. and F., 1-4, for lectures and 6 hours of laboratory work.

Prerequisite, Course 1-2.

102 — General zoölogy: vertebrates. Advanced course. Professor LOWTHER. 6 points.

M., W. and F., 1-4, for lectures and 6 hours of laboratory work.

Prerequisite, Courses 1-2 and 14, the latter of which may be taken concurrently.

151, 152 — Advanced general physiology. Professor GREGARY and Mrs. FORBES. 8 points.

Tu. and Th., 9-12, for lectures and 4 hours of demonstration and laboratory work.

Open to juniors and seniors.

Prerequisite, Course 1-2, or its equivalent, and organic chemistry.

General principles of animal physiology.

SCHEME OF

Hours	MONDAY	TUESDAY	WEDNESDAY
A.M.	Chemistry 41-42 Chemistry 42a English C2 (I) English 37, 38 English 53, 54 French 1a-2a French 3, 4 (I) French 7-8 (I) French 11, 12 (I) Geology 27, 28 German 1-2 (I) History 1-2 (I) History 9, 10 Italian 1b, 2b Latin 3, 14 Latin 21, 22 Mathematics 7-8 (I) Mathematics 31-32 (I) Philosophy 1a (or 2a) Philosophy 61-62 Physics 31, 32 Psychology 1a (or 2a) * Public Law 161, 162 Spanish 1a-2a (I) Spanish 19, 20	Botany 53-54 English C2 (III) English C5 (III) English 41, 42 English 77, 78 French 1a-2a French 1b, 2b (II) French 3, 4 (IV) German 1-2 (IV) German 35, 36 Government 3, 4 History 1-2 (III) Latin 11, 12 (II) Latin 25, 26 Mathematics 7-8 (III) * Music 13-14 Philosophy 41-42 Psychology 19, 20 Zoology 151, 152	Chemistry 41-42 Chemistry 42a English C2 (I) English 37, 38 English 53, 54 French 1a-2a French 3, 4 (I) French 7-8 (I) French 11, 12 (I) Geology 27, 28 German 1-2 (I) History 1-2 (I) History 9, 10 Italian 1b, 2b Latin 3, 14 Latin 21, 22 Mathematics 7-8 (I) Mathematics 31-32 (I) Philosophy 1a (or 2a) Philosophy 61-62 Physics 31, 32 Psychology 1a (or 2a) * Public Law 161, 162 Spanish 1a-2a (I) Spanish 19, 20
9	Chemistry 63, 64 Economics A1-A2 (I) Economics 2r, 1r † Education 01A, 02A (I) English A1, A2 (I, II, III) English 67, 68 French 3, 4 (II) French 7-8 (II) French 11, 12 (II) French 15, 16 French 19, 20 Geology 15-16 German 3, 4 (I) German 7, 8 Greek 11, 12 History 51, 52 Mathematics 7-8 (II) * Music 3-4 Philosophy 1b (or 2b) Philosophy 12 Psychology 1b (or 2b) Psychology 25 Psychology 118 Spanish 13, 14	Chemistry 5-6 Classical Civilization 57, 58 Economics A1-A2 (IV) English C2 (IV) English 3, 4 English 39, 40 English 69, 70 English 71, 72 French 3, 4 (V) French 7-8 (III) French 11, 12 (IV) French 29, 30 Geology 2r-1r German 3, 4 (III) German 9, 10 History 1-2 (IV) * History 105, 106 Mathematics 2r Mathematics 31-32 (II) * Music 11, 12 Philosophy 51-52 Psychology 1d (or 2d) * Public Law 103, 104 * Russian 1-2 Spanish 17-18 Sociology 15, 16 Zoology 151, 152	Chemistry 63, 64 Economics A1-A2 (I) Economics 2r, 1r † Education 01A, 02A (I) English A1, A2 (I, II, III) English 67, 68 French 3, 4 (II) French 7-8 (II) French 11, 12 (II) French 15, 16 French 19, 20 Geology 15-16 German 3, 4 (I) German 7, 8 Greek 11, 12 History 51, 52 Mathematics 7-8 (II) * Music 3-4 Philosophy 1b (or 2b) Philosophy 12 Psychology 1b (or 2b) Psychology 25 Psychology 118 Spanish 13, 14 Zoology 97-98
10	Chemistry 63, 64 Economics A1-A2 (I) Economics 2r, 1r † Education 01A, 02A (I) English A1, A2 (I, II, III) English 67, 68 French 3, 4 (II) French 7-8 (II) French 11, 12 (II) French 15, 16 French 19, 20 Geology 15-16 German 3, 4 (I) German 7, 8 Greek 11, 12 History 51, 52 Mathematics 7-8 (II) * Music 3-4 Philosophy 1b (or 2b) Philosophy 12 Psychology 1b (or 2b) Psychology 25 Psychology 118 Spanish 13, 14	Chemistry 5-6 Classical Civilization 57, 58 Economics A1-A2 (IV) English C2 (IV) English 3, 4 English 39, 40 English 69, 70 English 71, 72 French 3, 4 (V) French 7-8 (III) French 11, 12 (IV) French 29, 30 Geology 2r-1r German 3, 4 (III) German 9, 10 History 1-2 (IV) * History 105, 106 Mathematics 2r Mathematics 31-32 (II) * Music 11, 12 Philosophy 51-52 Psychology 1d (or 2d) * Public Law 103, 104 * Russian 1-2 Spanish 17-18 Sociology 15, 16 Zoology 151, 152	Chemistry 63, 64 Economics A1-A2 (I) Economics 2r, 1r † Education 01A, 02A (I) English A1, A2 (I, II, III) English 67, 68 French 3, 4 (II) French 7-8 (II) French 11, 12 (II) French 15, 16 French 19, 20 Geology 15-16 German 3, 4 (I) German 7, 8 Greek 11, 12 History 51, 52 Mathematics 7-8 (II) * Music 3-4 Philosophy 1b (or 2b) Philosophy 12 Psychology 1b (or 2b) Psychology 25 Psychology 118 Spanish 13, 14 Zoology 97-98
11	Anthropology 107, 108 Botany 51-52 Economics 1, 2 Economics 21, 22 English C5 (I) English 23-24 English 73, 74 Fine Arts 1-2 French 17, 18 French 31, 32 Geology 5-6 German 1-2 (II) German 5, 6 Government 7, 8 Greek 21, 22 History 1-2 (II) Hygiene A1 (I) Mathematics 1 (I) Mathematics 22 (I) Mathematics 133, 134 Philosophy 79 Physics 11-12 Sociology 1-2 Spanish 1a-2a (II) Spanish 7, 8	* Astronomy 1, 2 Botany 153, 156 Chemistry 65, 66 Classical Civilization 55, 56 Economics 13, 14 English A1, A2 (VIII, IX, X) English 51, 52 English 76 Fine Arts 37, 38 French 7-8 (IV) French 9, 10 Geology 1-2 German 45, 46 * Government 145, 146 Greek 25, 26 History 7, 8 Hygiene A2 (II) Mathematics 6 Mathematics 21r Mathematics 32r * Music 1-2 Philosophy 66 Psychology 7-8 Religion 1, 2 Spanish 15-16 Zoology 151, 152	Anthropology 107, 108 Botany 51-52 Economics 1, 2 Economics 21, 22 English C5 (I) English 23-24 English 73, 74 Fine Arts 1-2 French 17, 18 French 31, 32 Geology 5-6 German 1-2 (II) German 5, 6 Government 7, 8 Greek 21, 22 History 1-2 (II) Hygiene A1 (I) Mathematics 1 (I) Mathematics 22 (I) Mathematics 133, 134 Philosophy 79 Physics 11-12 Sociology 1-2 Spanish 1a-2a (II) Spanish 7, 8

Courses marked with an asterisk [*] are given at Columbia University;

ATTENDANCE

Hours	THURSDAY	FRIDAY	SATURDAY
A.M.	Botany 53-54 English C2 (III) English C5 (III) English 41, 42 English 77, 78 French 1a-2a French 1b, 2b (II) French 3, 4 (IV) German 1-2 (IV) German 35, 36 Government 3, 4 History 1-2 (III) Latin 11, 12 (II) Latin 25, 26 Mathematics 7-8 (III) * Music 13-14 Philosophy 41-42 Psychology 19, 20 Zoology 151, 152	Chemistry 41-42 Chemistry 42a English C2 (I) English 53 French 1a-2a French 3, 4 (I) French 11, 12 (I) Geology 27, 28 German 1-2 (I) History 1-2 (I) History 9, 10 Italian 1b, 2b Latin 3, 14 Latin 21, 22 Mathematics 7-8 (I) Mathematics 31-32 (I) Philosophy 1a (or 2a) Philosophy 61-62 Physics 31, 32 Psychology 1a (or 2a) Spanish 1a-2a (I) Spanish 21-22	English C2 (III) English C5 (III) French 1b, 2b (II) French 3, 4 (IV) German 1-2 (IV) History 1-2 (III) Latin 11, 12 (II) Mathematics 7-8 (III)
9			
10	Chemistry 5-6 Classical Civilization 57, 58 Economics A1-A2 (IV) English C2 (IV) English 3, 4 English 39, 40 English 69, 70 English 71, 72 French 3, 4 (V) French 7-8 (III) French 11, 12 (IV) French 29, 30 Geology 2r-1r German 3, 4 (III) German 9, 10 History 1-2 (IV) * History 105, 106 Mathematics 2r Mathematics 31-32 (II) * Music 11, 12 Philosophy 43-44 Psychology 1d (or 2d) * Public Law 103, 104 * Russian 1-2 Sociology 15, 16 Spanish 17-18 Zoology 151, 152	Chemistry 63, 64 Economics A1-A2 (I) Economics 2r, 1r Economics 17 † Education 01A, 02A (I) English A1, A2 (I, II, III) French 3, 4 (II) French 11, 12 (II) French 15, 16 French 19, 20 German 3, 4 (I) German 7, 8 Greek 11, 12 History 51, 52 Mathematics 7-8 (II) Philosophy 1b (or 2b) Philosophy 12 Psychology 1b (or 2b) Psychology 25 Psychology 118 Spanish 13, 14 Zoology 97-98	Chemistry 5-6 Economics A1-A2 (IV) English C2 (IV) French 3, 4 (V) French 11, 12 (IV) German 3, 4 (III) History 1-2 (IV) Mathematics 2r Mathematics 31-32 (II) Psychology 1d (or 2d) * Russian 1-2
11	* Astronomy 1, 2 Botany 153, 156 Classical Civilization 55, 56 Economics 13, 14 English A1, A2 (VIII, IX, X) English 51, 52 English 76 Fine Arts 37, 38 French 7-8 (IV) French 9, 10 Geology 1-2 German 45, 46 * Government 145, 146 Greek 25, 26 History 7, 8 Hygiene A2 (II) Mathematics 6 Mathematics 21r Mathematics 32r * Music 1-2 Philosophy 66 Psychology 7-8 Religion 1, 2 Spanish 15-16 Zoology 151, 152	Anthropology 107, 108 Botany 51-52 Economics 1, 2 Economics 21, 22 English C5 (I) English 23-24 French 13, 14 French 17, 18 German 1-2 (II) German 5, 6 Greek 21, 22 History 1, 2 (II) Mathematics 1 (I) Mathematics 22 (I) Mathematics 133, 134 Philosophy 3-4 Philosophy 79 Physics 11-12 Sociology 1-2 Spanish 1a-2a (II)	* Astronomy 2 English A1, A2 (VIII, IX, X) * Italian 105-106 (11-12:40) Mathematics 6 Mathematics 21r Mathematics 32r

those marked with a dagger [†] are given at Teachers College.

SCHEME OF

Hours	MONDAY	TUESDAY	WEDNESDAY
P.M.	Anthropology 3, 4 Botany 151-152 Chemistry 145-146 Classical Civilization 51, 52 Economics A1-A2 (II) † Education 01A, 02A (II) † Education 07A English C5 (II) English 22 English 59, 60 French 1b, 2b (I) French 11, 12 (III) German 3, 4 (II) Government 1, 2 History 17, 18 Hygiene A2 (I) Italian 1a-2a Latin 11, 12 (I) Latin 29-30 * Music 7, 8 Philosophy 21-22 Physics 35, 36 Psychology 2c Spanish 1b, 2b Zoology 13, 14 Zoology 101, 102	* Government 153	Anthropology 3, 4 Chemistry 145-146 Classical Civilization 51, 52 Economics A1-A2 (II) † Education 01A, 02A (II) † Education 07A English C5 (II) English 22 English 59, 60 French 1b, 2b (I) French 11, 12 (III) German 3, 4 (II) Government 1, 2 History 17, 18 Hygiene A2 (I) Italian 1a-2a Latin 11, 12 (I) * Music 7, 8 Philosophy 21-22 Physics 35, 36 Psychology 2c Spanish 1b, 2b Zoology 13, 14 Zoology 101, 102
1.10	Economics A1-A2 (III) Economics 25, 26 † Education 08A † Education 35A-36A English A1, A2 (IV, V, VI, VII) English C2 (II) English 1, 2 English 63, 64 Fine Arts 29, 30 * Fine Arts 101, 102 French 3, 4 (III) French 5, 6 French 23, 24 German 1-2 (III) German 27, 28 Greek 1-2 Italian 13, 14 Latin 1-2 Mathematics 1 (II) Mathematics 22 (II) Mathematics 27 Mathematics 30 Mathematics 33 Philosophy 2c Psychology 1c Zoology 101, 102	Classical Civilization 53, 54 English 35, 36 English 65, 66 English 92 Fine Arts 27, 28 Fine Arts 150 French 27, 28 Government 11, 12 Greek 1-2 History 11, 12 * History 153, 154 Hygiene A1 (II) Latin 1-2 * Music 21-22 Religion 3, 4 Science of Language 1, 2 Zoology 1-2	Economics A1-A2 (III) Economics 25, 26 Education 08A † Education 35A-36A English A1, A2 (IV, V, VI, VII) English C2 (II) English 1, 2 English 63, 64 Fine Arts 29, 30 French 3, 4 (III) French 5, 6 French 23, 24 German 1-2 (III) German 27, 28 Greek 1-2 Italian 13, 14 Latin 1-2 Mathematics 1 (II) Mathematics 22 (II) Mathematics 27 Mathematics 30 Mathematics 33 Philosophy 2c Psychology 1c Zoology 101, 102
2.10	Economics 19, 20 English 15, 16 English 93, 94 * Fine Arts 149 * French 113, 114 * Italian 101-102 Latin 19-20 (I) Mathematics 23-24 Mathematics 43 Mathematics 56 Philosophy 1c * Russian 113, 114 Zoology 101, 102	English 61, 62 English 95-96 * Fine Arts 150 Geology 19, 20 Latin 41, 42 Sociology 153-154	Economics 19, 20 English 15, 16 English 93, 94 * Fine Arts 149 * French 113, 114 * Italian 101-102 Mathematics 23-24 Mathematics 43 Mathematics 56 Philosophy 1c * Russian 113, 114 Zoology 101, 102
3.10		English 11, 12 (4-5:50) * Fine Arts 183 (4-5:30) * Greek 103, 104	
4.10			

Courses marked with an asterisk [*] are given at Columbia University;

ATTENDANCE

Hours	THURSDAY	FRIDAY	SATURDAY
P.M.	French 9a, 10a Geology 19, 20 * Government 153 Italian 11-12 Latin 19-20 (II) Latin 41, 42 Sociology 21, 22	Anthropology 3, 4 Botany 151-152 Chemistry 5-6 Chemistry 145-146 Classical Civilization 51, 52 Economics A1-A2 (II) † Education 01A, 02A (II) † Education 07A English C5 (II) English 22 English 59, 60 French 1b, 2b (I) French 11, 12 (III) German 3, 4 (II) Government 1, 2 History 17, 18 Italian 1a-2a Latin 11, 12 (I) * Music 7, 8 Philosophy 21-22 Physics 35, 36 Psychology 2c Spanish 1b, 2b Zoology 101, 102	
1.10			
2.10	Classical Civilization 53, 54 English 35, 36 English 65, 66 English 92 Fine Arts 27, 28 * Fine Arts 150 French 27, 28 Government 11, 12 Greek 1-2 History 11, 12 * History 153, 154 Hygiene A1 (II) Latin 1-2 * Music 21-22 Psychology 21, 22 Religion 3, 4 Science of Language 1, 2 Sociology 21, 22 Zoology 1-2	Economics A1-A2 (III) † Education 08A English A1, A2 (IV, V, VI, VII) English C2 (II) * Fine Arts 101, 102 French 3, 4 (III) French 23, 24 German 1-2 (III) * Government 105-106 Greek 1-2 Latin 1-2 Mathematics 1 (II) Mathematics 22 (II) Mathematics 27 Mathematics 30 Mathematics 33 Philosophy 2c Psychology 1c Zoology 101, 102	
3.10	English 28 English 61, 62 English 95-96 * Fine Arts 150 Latin 41, 42 Psychology 21, 22 Sociology 153-154	Economics 19, 20 * Fine Arts 149 * Government 105-106 * Italian 101-102 Mathematics 23-24 Mathematics 43 Mathematics 56 Philosophy 1c Zoology 101, 102	
4.10	English 28 * Fine Arts 183 (4-5.30) * Greek 103, 104	* Public Law 171-172 (4:10-6)	

those marked with a dagger [†] are given at Teachers College.

ACADEMIC CALENDAR

1928-1929

1928

- July 9 — Monday, Twenty-ninth Summer Session of Columbia University begins.
- Aug. 17 — Friday, Twenty-ninth Summer Session of Columbia University ends.
- Sept. 10 — Monday, Last day for filing applications for entrance and deficiency examinations, and for advanced standing. The privilege of later application may be granted on payment of a fee of \$6.
- Sept. 17 — Monday, Entrance examinations and examinations for deficient students begin.
- Sept. 21 — Friday, Registration (including the payment of fees) begins.
- Sept. 25 — Tuesday, Registration ceases for Barnard students previously matriculated.
The privilege of later registration may be granted on payment of a fee of \$6.
- Sept. 26 — Wednesday, Winter Session, fortieth year, begins.
Registration ceases for students matriculating for the first time.
The privilege of later registration may be granted on payment of a fee of \$6.
- Sept. 27 — Thursday, Classes begin.
- Oct. 16 — Tuesday, Stated meeting of University Council.
- Nov. 6 — Tuesday, Election Day, holiday.
- Nov. 27 — Tuesday, Annual Thanksgiving Service in St. Paul's Chapel.
- Nov. 29 — Thursday
to
- Dec. 1 — Saturday, inclusive, Thanksgiving holidays.
- Dec. 18 — Tuesday, Stated meeting of University Council.
- Dec. 24 — Monday
to

1929

- Jan. 6 — Sunday, inclusive, Christmas holidays.
- Jan. 13 — Sunday. Annual Commemoration Service in St. Paul's Chapel.
- Jan. 23 — Wednesday, Mid-year examinations begin.
- Feb. 5 — Tuesday, Winter Session ends.
Registration for Barnard students entering the Spring Session.
The privilege of later registration may be granted on payment of a fee of \$6.
- Feb. 6 — Wednesday, Spring Session begins. Classes begin.
- Feb. 12 — Tuesday, Alumnae Day.
- Feb. 19 — Tuesday, Stated meeting of University Council.
- Feb. 22 — Friday, Washington's Birthday, holiday.
- Mch. 1 — Friday, Last day for filing applications for non-competitive scholarships.
- Mch. 28 — Thursday
to
- Apr. 1 — Monday, inclusive, Easter holidays.

- Apr. 16 — Tuesday, Stated meeting of University Council.
- May 20 — Monday, Final examinations begin.
- May 30 — Thursday, Memorial Day, holiday.
- June 2 — Sunday, Baccalaureate service.
- June 4 — Tuesday, Conferring of Degrees.
- June 12 — Wednesday, Spring Session ends.
- June 17 — Monday, Examinations of the College Entrance Examination Board begin. The dates for filing applications are contained in a circular issued by the Board, 431 West 117th Street, New York, N. Y.
- July 8 — Monday, Thirtieth Summer Session of Columbia University begins.
- Aug. 16 — Friday, Thirtieth Summer Session of Columbia University ends.
- Sept. 7 — Saturday, Last day for filing applications for entrance or deficiency examinations, and for advanced standing. The privilege of later application may be granted on payment of a fee of \$6.
- Sept. 16 — Monday, Entrance examinations and examinations for deficient students begin.
- Sept. 20 — Friday, Registration (including the payment of fees) begins.
- Sept. 24 — Tuesday, Registration ceases for Barnard students previously matriculated.
The privilege of later registration may be granted on payment of a fee of \$6.
- Sept. 25 — Wednesday, Winter Session, forty-first year, begins.
Registration ceases for students matriculating for the first time. The privilege of later registration may be granted on payment of a fee of \$6.

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